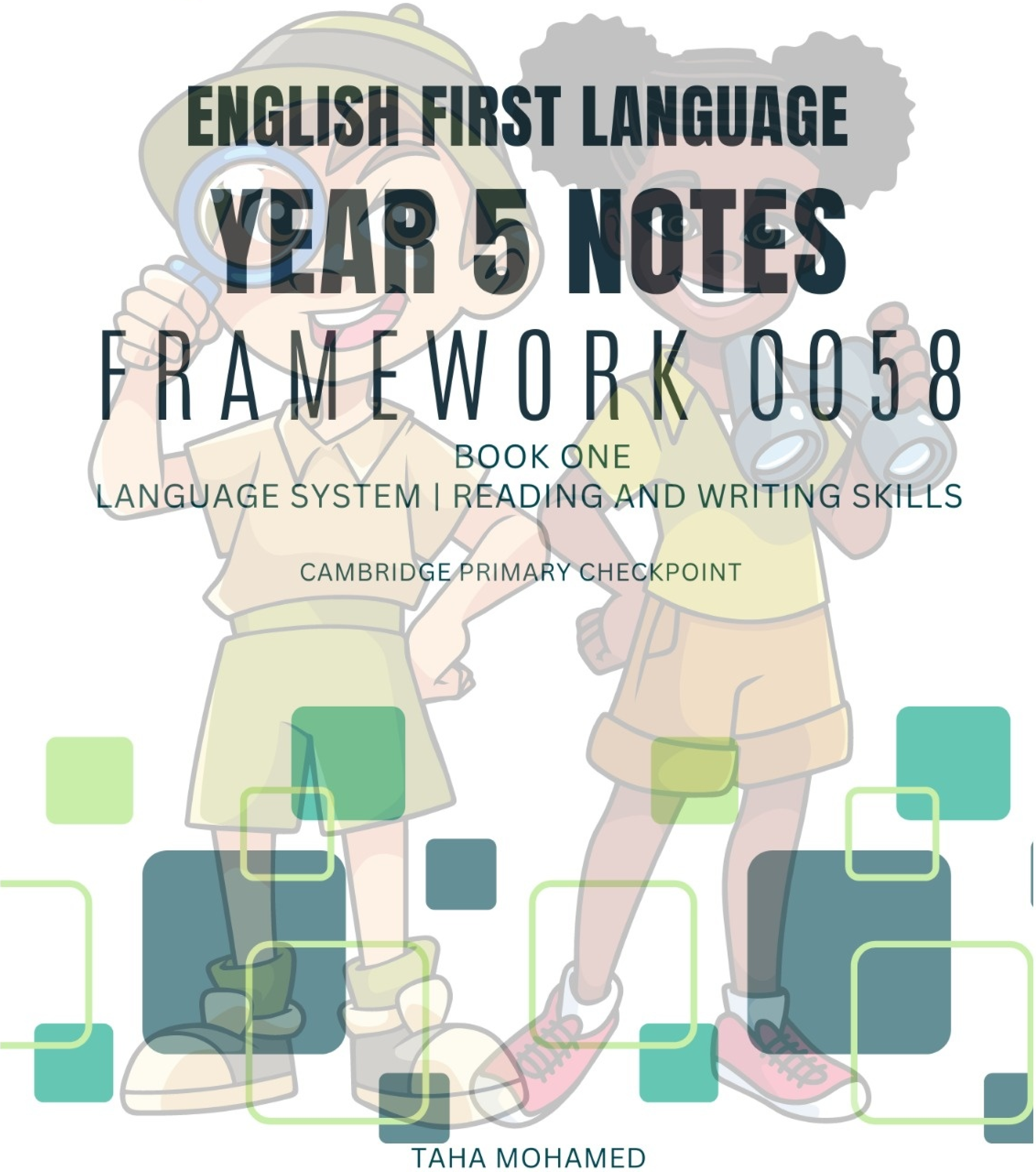
2024 | 2025

THE GATE SERIES
ENGLISH FIRST LANGUAGE



ENGLISH FIRST LANGUAGE
YEAR 5 NOTES
FRAMEWORK 0058

BOOK ONE
LANGUAGE SYSTEM | READING AND WRITING SKILLS

CAMBRIDGE PRIMARY CHECKPOINT

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ABOUT THE GATE YEAR 5 NOTES

Out of our understanding of the vitality of YEAR 5 as a fundamental year for Year 6 — the first CHECKPOINT YEAR, we support our learners with THE GATE YEAR 5 Notes.

THE GATE YEAR 5 Notes is a comprehensive study guide designed specifically for YEAR 5 students equipping them with the study materials and practice needed to excel in this stage and grant them a smooth transition to YEAR 6 to meet the Checkpoint Exams ultimately confident and fully aided with the required knowledge.

How is YEAR 5 Notes designed to serve these targets?
YEAR 5 Notes is an all-inclusive book divided into TWO PARTS, each with a specific focus, covering a wide range of topics and providing ample practice opportunities for students to enhance their understanding and application of the subject matter.

Part 1: Language system and Literary Devices

In this part, students are introduced to two units:

- Grammar and Punctuation: Here, students will delve into the intricacies of grammar rules and punctuation, refining their grasp of language mechanics.

- Vocabulary and Language: This unit emphasizes the expansion of vocabulary and language usage, enriching students' linguistic proficiency.

Part 2: Reading and Writing skills

In this part, students are introduced to two units:

- Reading: Students will immerse themselves in the world of literature, enhancing their comprehension skills and analytical thinking.

- Writing: Through this unit, students will hone their composition abilities, mastering the art of effective written expression.

Each unit in the two parts includes several lessons and topics, each provides explanation of the subject matter and a wide range of practice activities of different levels of difficulty that suit students of all levels, helping the teachers to determine the points of weakness and those of strength.

In addition to the explanation and the practice activities provided for each topic, and in order to strengthen the student's knowledge and make them able to tackle different types of questions with ease and confidence, Year 5 latest exams are also provided at the end of the book, granting the student an actual practice on the questions set by Cambridge for this stage.

And certainly, the ANSWER KEY of this banquet of practice activities is provided in Book 2.

By
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Why THE GATE Series?

1_Interactive Presentations: Our series incorporates QR codes that provide access to captivating PowerPoint presentations. These presentations offer clear explanations of the topics covered, allowing learners to grasp the concepts before engaging in practice activities.

2_Updated Exam Classification: Our series stands out as the ONLY one that categorizes questions according to the New Exam, April 2023, and the New Framework. This ensures that learners are well-prepared for the latest format and content of the Cambridge Checkpoint Exams.

3_Authentic Cambridge Style Practice: All practice materials in our series are meticulously designed to mirror the style and format of the Cambridge Checkpoint Exams. By working through our materials, learners gain confidence as they become familiar with the exact appearance and structure of questions found in Cambridge Past Papers.

4_Comprehensive Online Support: To enhance the learning experience, our series is complemented by a dedicated website. This website provides access to an extensive collection of Cambridge Past Papers, revision sheets, additional resources, and study materials. Learners can utilize these materials to further consolidate their understanding and prepare effectively.

5_Supportive Social Media Community: We have established a vibrant social media community on platforms such as WhatsApp, Telegram, and Facebook. This community serves as a valuable resource during exam preparation, offering a platform for learners to seek answers to their queries. It also provides regular updates, tips, hints, and advice, creating a supportive environment for learners as they navigate through their exams.

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Dear Students, meet Leo and Lily

Hey there, fantastic Year 5 students!

Are you ready for an incredible journey through the magical world of English language learning? We are Leo and Lily, your Year 5 Heroes, and we're thrilled to invite you on an adventure like no other.

Imagine learning English while having a blast! Picture creative writing contests that spark your imagination, engaging language games that make learning a joy, and grammar lessons that feel like thrilling quests.

But here's the best part: By the end of Year 5, you won't just be ready for Year 5 exams; you'll be well-prepared for the Cambridge Checkpoint Exams. That's right! With our guidance, you'll conquer every challenge and emerge as language champions.

So, are you in? Join us on this exciting journey, and together, we'll unlock the power of language while having tons of fun along the way.

Get ready to embark on the adventure of a lifetime with Leo and Lily, your Year 5 Heroes! See you in class!

Excitingly,
Leo and Lily

ABOUT THE AUTHOR

With over 14 years of teaching experience, I currently serve as an Assessment Specialist (Cambridge IGCSE English Examiner) at Cambridge Assessment International Education, while also leading the English Department at an esteemed International School.

My role as an examiner has granted me invaluable understanding of the intricacies within Cambridge Exams.

Driven by an unwavering passion, I crafted THE GATE series to empower both educators and learners with top-tier study materials, ensuring exceptional performance in Cambridge Exams.

For any suggestions, questions, or clarifications, feel free to reach out to me.

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NOTES:

UNIT 1 | GRAMMAR AND PUNCTUATION

UNIT 1 OBJECTIVES

READING
5Rg.01 Explore in texts, and understand, grammar and punctuation differences between direct and reported speech
5Rg.02 Recognise different clauses within sentences and the connectives that link them...
5Rg.03 Explore and discuss different types of nouns, including abstract nouns, and how quantifiers (e.g. fewer, less) relate to countable and uncountable nouns.
5Rg.04 Explore in texts use of pronouns, including possessive pronouns (e.g. theirs, mine), to avoid repetition of nouns while still maintaining clarity.
5Rg.05 Explore how different modal verbs express degrees of possibility, e.g. should, would, could.
5Rg.06 Explore in texts the conventions of standard English.
WRITING
5Wg.01 Begin to use commas to separate clauses within sentences and clarify meaning in complex sentences
5Wg.02 Use apostrophes accurately.
5Wg.03 Punctuate direct speech accurately.
5Wg.04 Understand how to create multi-clause sentences by combining simple sentences and reordering clauses; use simple, compound and complex sentences.
5Wg.05 Use a wide range of modal verbs accurately to express degrees of possibility, e.g. should, would, could.
5Wg.06 Use pronouns, including possessive pronouns (e.g. theirs, mine),appropriately so it is clear to what or whom they refer.
5Wg.07 Form and use comparative and superlative adjectives and adverbs correctly, e.g. better, best; smaller, smallest; more quickly, most quickly
5Wg.08 Use a wide range of adverbs and adverbial phrases.

LESSON 1 | BASICS

TOPIC 1 | NOUNS

Nouns are a fundamental part of speech in the English language. They are words used to identify people, places, things, or abstract ideas. Nouns serve as the subject or object of a sentence and can be singular or plural.

NOUNS | TYPES OF NOUNS

Common nouns: name any one of a group of persons, places, things, or ideas and is generally not capitalized.
Example: player- club- window- honesty- happiness

Proper nouns: name a particular person, place, thing, or idea and begins with a capital letter.
Example: Jack- England- Niagara Falls

Concrete nouns: name a person, place, or thing that can be perceived by one or more of the senses (sight, hearing, taste, touch, smell).
Example: hand- table- mobile

Abstract nouns: name an idea, a feeling, a quality, or a characteristic.
Example: love- friendship- hatred- loyalty

Countable nouns: nouns that can be counted and have a plural form. We can use a/an/ many/ (a) few before them.
Example: apple- bus- school

Uncountable nouns: nouns that cannot be counted and have no plural form. We cannot use a/an/ many/ (a) few before them, but we can use much / (a) little before them.
Example: water- money- furniture- news- luggage- equipment

Collective nouns: nouns that refer to groups of people or things describing them as a unit.
Example: flock- bunch- pack-team-family

COUNTABLE AND UNCOUNTABLE NOUNS | TYPES

Countable Nouns: These are nouns that can be counted individually, both in singular and plural forms.

Example: We can say a "book" / one book and we can count the books saying two ‘books’, twenty ‘books’.
The same goes for "table" (tables), "chair" (chairs), “window” (windows), …etc.

Uncountable Nouns: These are nouns that cannot be counted individually due to their nature. They often refer to substances, concepts, or abstract ideas.

Uncountable nouns types can be as follows:

- Liquids: substances that flow and cannot be counted individually.
  e.g., water, milk, juice
- Abstract Concepts: ideas, qualities, and feelings that can't be seen or touched.
  e.g., knowledge, happiness, freedom, information, news.
- Materials and Substances: physical substances that are usually measured.
  e.g., wood, plastic, gold, cloth
- Mass Nouns: substances that are measured in quantity, not in units.
  e.g., sugar, salt, sand, luggage, furniture.

COUNTABLE AND UNCOUNTABLE NOUNS | SUBJECT AND VERB AGREEMENT

When working with countable and uncountable nouns, it's important to ensure that the subject and verb agree.

Countable Nouns: The verb form can be a singular or plural one, depending on the number of the noun.

Example: The books are on the table. (plural)
This book looks nice. (singular)

Uncountable Nouns: Uncountable nouns usually take a singular verb form.

Example: Water is essential for life. (singular)
News travels really fast.

COUNTABLE AND UNCOUNTABLE NOUNS | QUANTIFIERS

Quantifiers are words that provide information about the quantity or amount of nouns.

The following are the countable nouns quantifiers:

1. Many: Used to indicate a large number of countable items.

Example:
- Many students attended the workshop.
- Many chairs were set up for the event.

2. Few (fewer/ fewest): Denotes a small number of countable items.

Example:
- Few chairs were available in the waiting area.
- The chairs are fewer than I thought.

3. Several: Signifies a moderate number of countable items.

Example:
- Several books were recommended for the assignment.
- Several students participated in the debate competition.

The following are the uncountable nouns quantifiers:

1. Much: Used to convey a large amount of uncountable substance.

Example:
- We have put much effort into this project.
- This is much information for a three-year-old child.

2. Little (less / least): Indicates a small amount of uncountable substance.

Example:
- There is little sugar left in the jar.
- There is little time remaining for the presentation.

3. A Bit of: Expresses a small, unspecified quantity of uncountable substance.

Example:
- Add a bit of salt to the recipe.
- Could you pass me a bit of information about the topic?

Some quantifiers suit both countable and uncountable nouns:

1. Some: Indicates an unspecified quantity or number of countable or uncountable items. It suggests a positive affirmation or statement.

Example:

- Can I have some apples, please? (a countable noun)
- Could I have some water? (an uncountable noun)

2. Any: Also indicates an unspecified quantity or number of countable or uncountable items. It is often used in questions or negative statements.

Example:

- Do you have any pens? (a countable noun)
- I don't have any money left. (an uncountable noun)

3. A lot of (or lots of): refers to a large amount or number of something.

Example:

- There are a lot of topics to be discussed today. (a countable noun)
- She has a lot of patience. (an uncountable noun)

CHANGING UNCOUNTABLE NOUNS INTO COUNTABLE ONES

In order to change an uncountable noun into a countable one, we can put a countable expression before the uncountable noun.

Example:

Information (uncountable) → a piece of information (countable).

Rice (uncountable) → a kilo of rice / a pack of rice / a dish of rice (countable).

Soup (uncountable) → a bowl of soup (countable).

Water (uncountable) → a glass of water (countable).

How to form questions with countable and uncountable nouns?

We use 'How many+ the plural noun' for the countable nouns, and we use 'How much+ the singular noun with the uncountable nouns.

Example:

- How much sugar do you want?
- How many spoons of sugar shall I add?
- How much money do you need?
- How many players are there in the team?

COLLECTIVE NOUNS

They are the nouns that refer to groups of people or things describing them as a unit. The following is a list of some common collective nouns:

1.	Team	A group of people working together, such as a soccer team or a debate team.
2.	Class	A group of students who study together in a specific grade.
3.	Herd	A group of animals of the same kind, like a herd of cows or sheep.
4.	Flock	A group of birds, like a flock of geese or pigeons.
5.	Pack	A group of wolves or dogs.
6.	Swarm	A large group of insects, like a swarm of bees.
7.	Shoal	A group of fish .
8.	Hive	A place where bees live and work together.
9.	Gaggle	A group of geese.
10.	Pride	A group of lions.
11.	Pod	A group of dolphins or whales.
12.	Army	A large group of ants.
13.	Colony	A group of penguin, bats, or ants.
14.	Troop	A group of scouts or monkeys.

PRACTICE TIME | PRACTICE 1

Underline the common nouns and put the proper ones in brackets.

1. We are planning to travel to Brazil. It is a very nice country.
2. My mother asked me to drive her to Starbucks.
3. ‘Frozen’ is a very nice animation movie.
4. The dog chased a ball in the park named Central Park.
5. My friend Sarah found a beautiful flower in her garden.
6. The cozy cafe on the corner was called Café La Boulangerie.
7. The bright sun illuminated the busy streets of New York City.
8. This delicious smell of pizza is coming from Tony's Pizzeria.
9. The river flows gently through Egypt.
10. November is my favourite month in the year.

PRACTICE TIME | PRACTICE 2

Read the following extract and identify whether the underlined nouns are common or proper ones.

Every *Sunday* (1), my *family* (2) and I take a stroll through the peaceful *Central Park* (3). We enjoy the fresh *air* (4) and the beautiful sights of nature. We often meet people from different parts of the *world* (5), like the friendly couple from *France* (6) who were feeding the ducks by the pond. It's a special day of the *week* (7) when we connect with nature and people from various *places* (8).

1. Sunday ……………………………………………………

2. family ……………………………………………………

3. Central Park ……………………………………………………

4. air ……………………………………………………

5. world ……………………………………………………

6. France ……………………………………………………

7. week ……………………………………………………

8. places ……………………………………………………

PRACTICE TIME | PRACTICE 3

Categorise the following nouns according to being concrete or abstract ones.

bravery- honesty- river- trust- justice- water- innocence- actress- elegance- beauty- luxury- tea- hatred- chaos- table- pond- mall-excitement-anger-cupboard

Concrete Nouns	Abstract Nouns
……………………………………	……………………………………
……………………………………	……………………………………
……………………………………	……………………………………
……………………………………	……………………………………
……………………………………	……………………………………
……………………………………	……………………………………
……………………………………	……………………………………
……………………………………	……………………………………
……………………………………	……………………………………
……………………………………	……………………………………
……………………………………	……………………………………
……………………………………	……………………………………

PRACTICE TIME | PRACTICE 4 | Extract 1

Read the following extract and answer the questions.

In the year 1969, some big news came out. They told everyone that a special part of a spaceship called Apollo 11 had gone all the way and landed people on the Moon. This was the very first time something like this had happened! Most people agree that the government of the United States, along with NASA, which is the space experts, the 12 astronauts, and a huge team of 400,000 other people who helped with the Apollo space program, couldn't have pretended or lied about something so amazing. But there are a few people who think something different. They say that maybe the Moon landings weren't real. They believe that the U.S. government didn't actually send the astronauts to the Moon, even though history says they did.

Read the following extract and answer the questions.

1. Why is 'Apollo' written in capital A in line 2?

....

2. Give a proper noun from line 4.

....

3. Give two collective nouns from line 5-9.

....

4. Find an abstract noun from lines 1-5.

....

5. Find a quantifier from lines 5-9.

....

6. Give two uncountable nouns.

....

PRACTICE TIME | PRACTICE 4 | Extract 2

From the following extract, identify whether the underlined nouns are concrete or abstract ones.

It was another weekend in Mary's life. Another boring weekend. Waking up seeing the *sun (1)* rising up in the horizon brought back to her *memories (2)* the sight of her mother sitting on the moist *grass (3)* of the garden exactly at that time watching the sunrise as if she was watching the birth of new *hopes (4)* and *wishes (5)*. Mary pulled herself out of the bed and decided to go to the *lake (6)*, feed some ducks, and try to urge herself to appreciate the *blessings (7)* she has despite the *absence (8)* of her beloved *mother (9).*

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

PRACTICE TIME | PRACTICE 5

Read each sentence carefully. Decide whether the underlined noun is countable (C) or uncountable (UC). Write your answer next to each sentence.

1. I had a bowl of cereal for breakfast. ……………………………………
2. The teacher handed out three worksheets to each student. ……………………………………
3. Can you pass me the water, please? ……………………………………
4. We saw a beautiful field of wild flowers during our hike. ……………………………………
5. Mom bought a loaf of fresh bread from the bakery. ……………………………………
6. The chef prepared a delicious soup for the restaurant's special. ……………………………………
7. Sarah collected colourful leaves during her nature walk ……………………………………
8. The artist used different shades of blue paint for the sky. ……………………………………
9. My grandmother told me a fascinating story before bedtime. ……………………………………
10. Daniel ate two cookies after school. ……………………………………

PRACTICE TIME | PRACTICE 6

The following sentences contain mistakes. Underline the mistake(s) in each sentence and correct them. The first one is done for you.

1. We don't have many time left.
Correction: We don't have much time left.

2. I don't have some money to give it to you.
Correction: ……………………………………………………………………………

3. How much spoons of sugar do you add to your tea?
Correction: ……………………………………………………………………………

4. We were attacked by a swarm of wolves.
Correction: ……………………………………………………………………………

5. I told you much times not to annoy your brother.
Correction: ……………………………………………………………………………

6. He doesn't have some chances in this competition.
Correction: ……………………………………………………………………………

7. There are many bread on the table.
Correction: ……………………………………………………………………………

8. We saw little birds in the sky — only two or three.
Correction: ……………………………………………………………………………

9. Few water is left in the cup.
Correction: ……………………………………………………………………………

10. There are many luggage in the hall.
Correction: ……………………………………………………………………………

PRACTICE TIME | PRACTICE 7

Fill in the gaps with the appropriate word(s) from the box. Each word can be used more than once.

many- much- is- are- few- little- some- any

1. …………………people came to the party; the hall was almost empty.
2. There are ……………………..dogs in the street and I am terribly scared.
3. She doesn't have …………………..time to finish her homework.
4. The luggage …………………..quite heavy.
5. He has …………………..friends who enjoy playing chess, only two or three.
6. She has …………………..experience with painting, but she's eager to learn.
7. He doesn't have …………………..money to spend on a new bike.
8. Can you give me …………………..examples of famous scientists?
9. Do you have …………………..plans for the upcoming weekend?
10. She has …………………..patience when it comes to waiting in long lines.
11. The bread …………………..on the table; I have just baked it.
12. How …………………..packets of tea do you want?
13. Don't add …………………..salt to this recipe; …………………..lemons will do the job.
14. We had …………………..work to do yesterday, but today the tasks …………………..easier.
15. He doesn't have …………………..experience in the field of teaching; he is a fresh graduate.

PRACTICE TIME | PRACTICE 8

Replace the following phrases with their collective noun.

1. Number of people doing something / working together as a group to achieve a target. ……………………

2. A group of people who are related to each other. ……………………

3. A group of bees. ……………………

4. A group of sheep. ……………………

5. A group of birds. ……………………

6. A number of things fastened together (flowers, keys, grapes). ……………………

7. A group of wolves / dogs. ……………………

8. A group of ants. ……………………

9. A group of lions. ……………………

LESSON 1 | BASICS

TOPIC 2 | PRONOUNS

Pronouns are words that replace nouns in sentences to avoid repetition or to make a sentence less cumbersome. They are essential in written and spoken language because they make communication more concise and efficient.

Identifying Types of Pronouns

1- Personal pronouns: Personal pronouns are used to refer to specific people or things and can be divided into two main types: subject pronouns and object pronouns.

Subject pronouns: are used as the subject of a sentence. They include the following:

- I (first person): I am going to the store.
- You (second person): You are a great singer.
- He (third person): He is my brother.
- She (third person): She is my best friend.
- It (third person): It is a sunny day.
- We (first person): We are going to the party.
- They (third person): They are my colleagues.

Object pronouns: are used as the object of a verb or a preposition, and they are used to refer to the person or thing that receives the action of the verb or follows the preposition. The object pronouns in English are as follows:

- Me (first person 'I'): He was with me in the park.
- You (second person 'you'): I saw you at the mall.
- Him (third person 'he'): She talked to him yesterday.
- Her (third person 'she'): We are all proud of her.
- It (third person 'it): There was a cat in the kitchen and the dog chased it.
- Us (first person 'we'): They invited us to the wedding.
- Them (third person 'they'): I saw them at the movie theatre.

2- Reflexive Pronouns: Reflexive pronouns are used when the subject and the object of the sentence are the same. They include the following:

- Myself: I have to give myself a break.
- Yourself: You should take care of yourself.
- Himself: He hurt himself while playing soccer.
- Herself: She made herself a cup of tea.
- Itself: The computer turned itself off.
- Ourselves: We will give ourselves another chance to think.
- Themselves: They enjoyed themselves at the concert.

3- Demonstrative Pronouns: Demonstrative pronouns are used to point to specific things or people. They include the following:

- This (A singular near objects): This is my favourite book.
- That (A singular far objects): That is a beautiful dress.
- These (Plural near objects): These are my new shoes.
- Those (Plural far objects): Those are expensive cars.

4- Possessive Pronouns: Possessive pronouns are used to show ownership or possession. They include the following:

- Mine: This book is mine.
- Yours: Is this bag yours?
- His: The bike is his.
- Hers: The necklace is hers.
- Its: The tree lost its leaves.
- Ours: The house is ours.
- Theirs: The car is theirs.

5- Relative Pronouns: Relative pronouns are used to connect one clause to another. They include the following:

Who: The woman who won the lottery is my neighbour.
Whom: The girl whom I saw at the park is my classmate.
That: The book that I read last night was very interesting.
Which: Spaghetti, which we eat at least twice a week, is one of my family's favorite meals.
Whose: The boy whose sister is my friend is very smart.

PRACTICE TIME | PRACTICE 1

Identify the type of the underlined pronoun(s) in each of the following sentences, then identify the noun it refers to. The first one has been done for you.

1. Sara called me on the phone.
Pronoun type: object pronoun
The noun it refers to: the speaker

2. My sister wants to go out. She is trying to convince our parents.
Pronoun type: ……………………………………………………………………
The noun it refers to: ……………………………………………………………

3. The boys decided to climb the tree, but the guard stopped them.
Pronoun type: ……………………………………………………………………
The noun it refers to: ……………………………………………………………

4. This is the girl who annoyed me yesterday.
Pronoun type: ……………………………………………………………………
The noun it refers to: ……………………………………………………………

5. Adam and I were playing when mum called us to have lunch.
Pronoun type: ……………………………………………………………………
The noun it refers to: ……………………………………………………………

6. The spaceship was very huge; it was the largest one I have ever seen.
Pronoun type: ……………………………………………………………………
The noun it refers to: ……………………………………………………………

7. The baby cried when she saw herself in the mirror.
Pronoun type: ……………………………………………………………………
The noun it refers to: ……………………………………………………………

8. This book is not Jimmy's; it is mine.
Pronoun type: ……………………………………………………………………
The noun it refers to: ……………………………………………………………

9. These socks are not clean.
Pronoun type: ……………………………………………………………………
The noun it refers to: ……………………………………………………………

10. Do you know this man? He has been watching us for an hour.
Pronoun type: ……………………………………………………………………
The noun it refers to: ……………………………………………………………

PRACTICE TIME | PRACTICE 2

For each of the underlined pronouns, name its type and identify the noun or noun phrase it refers to.

1- “The scientist did tests on different things. She (1) mixed the items in various ways to see how they (2) react. The mixtures that (3) gave cool results were looked at closely. The information that (4) she wrote about the items helped her (5) in the research paper.

Pronoun Type	The noun it refers to
1- ……………………………………	……………………………………
2- ……………………………………	……………………………………
3- ……………………………………	……………………………………
4- ……………………………………	……………………………………
5- ……………………………………	……………………………………

2- “"Samy, who (1) does really well in school, always pushes himself to do even better. He has his own ways of studying that (2) really work. The outcomes, which (3) clearly show how successful he is, prove how much he (4) tries. Samy feels proud of himself (5) and his results, knowing he worked hard for them (6) and that the future is his (7)."

Pronoun Type	The noun it refers to
1- ……………………………………	……………………………………
2- ……………………………………	……………………………………
3- ……………………………………	……………………………………
4- ……………………………………	……………………………………
5- ……………………………………	……………………………………
6-……………………………………	……………………………………
7- ……………………………………	……………………………………

PRACTICE TIME | PRACTICE 3

Read the following extract and answer the questions.

Once upon a time in a peaceful village, there lived a curious young girl whose name was Alice. She had long, flowing hair and bright, sparkling eyes. Alice loved exploring the enchanting forest near her house, where she often found mysterious creatures.

One sunny morning, as she ventured deep into the woods, Alice stumbled upon a peculiar-looking rabbit. It was no ordinary rabbit, for it wore a waistcoat and carried a pocket watch. 'Oh my!' exclaimed Alice. 'Who are you, little rabbit?'

The rabbit, startled by Alice's sudden appearance, replied, 'I am the White Rabbit, and I'm late for an important date!'

'Late?' Alice asked, raising her eyebrows. 'But who are you meeting?'

'I'm supposed to meet the Queen of Hearts,' the White Rabbit explained. 'She'll surely be furious if I don't arrive on time.'

Alice's eyes widened with excitement. 'May I come along?' she asked eagerly.

'Well, if you promise not to dawdle,' the rabbit hesitated. 'Follow me, and let's hurry.'

With that, Alice and the White Rabbit embarked on a thrilling adventure through the magical wonderland. They encountered talking flowers, a smiling Cheshire Cat, and even played a tea party with a Mad Hatter and a March Hare.

Throughout their journey, Alice and her newfound friend relied on each other. She listened to the rabbit's directions, and he pointed out the way. Together, they overcame obstacles and faced the unknown.

As the day turned into evening, Alice couldn't help but feel grateful for the rabbit's companionship. 'Thank you for letting me join you,' she whispered.

The White Rabbit smiled warmly. 'No need for thanks, my dear. We make quite the team, don't we?"

"Certainly, this team has become ours and you're the one who created this amazing adventure."

And so, Alice and the White Rabbit continued their thrilling escapade, united by their friendship and the wonders of their imagination."

Answer the following questions.

1- Look at lines 1-3.

a- Give one relative pronoun.

....

b- Give one subject pronoun that refers to ‘Alice’.

....

2- Look at lines 7-9.

a- Give one first person pronoun.

....

b- Give one second person pronoun.

....

3- Look at lines 10-12. The subject pronoun ‘she’ is used twice.

Identify the noun it refers to in each case.

Line 10:

....

Line 12:

....

4- Look at lines 13-16.

a- Give one object pronoun and identify the noun it refers to.

....

b- Give one plural subject pronoun.

....

5- Look at lines 20-25.

a- What does the pronoun ‘we’ (line 23) replace?

....

b- Give one possessive pronoun.

....

c- Give one relative pronoun that refers to the rabbit.

....

d- Give one demonstrative pronoun.

....

PRACTICE TIME | PRACTICE 4

Fill in the gaps using the correct relative pronoun: ‘who, whose, which, that, whom.’

1. The girl ……………………won the spelling bee received a shiny medal.
2. The book ……………………I borrowed from the library was really interesting.
3. The cat ……………………is sitting on the windowsill is my neighbour's pet.
4. The artist ……………………painting is on the wall is my aunt.
5. I met a friend yesterday with …………………… I used to play soccer.
6. The house …………………… they built last year is so beautiful.
7. Lisa, …………………… is my best friend, is coming over today.
8. The cake …………………… my mom baked for my birthday was delicious.

PRACTICE TIME | PRACTICE 5

Combine the following sentences using a suitable relative pronoun.

1. The girl helped us. The girl's hair was black.

   ………

2. We met Jack at the park. Jack became our intimate friend.

   ………

3. I gave you a pen yesterday. I need it.

   ………

4. The scientist was awarded the Noble prize. His invention was impressive.

   ………

5. Jesicca is our friend. The students used to bully her.

……

6. I told you about that interesting book; have you read it?

……

7. This cat has a white fury tail. I want to buy it.

……

PRACTICE TIME | PRACTICE 6

Fill in the gaps using the suitable pronoun.

1. Mum allowed our brothers to go out, but she didn't allow……………………… to be late.
2. We decided to pay Emma a visit as ……………………… was sick, and she wanted to see ………………………
3. The medicine, ……………………… will cure cancer, will be released soon in the market.
4. I don't think we should take this bag; it is not ………………………
5. The teacher asked if ………………………had done our homework.
6. I found a pencil on the floor. Is this ………………………?
7. The cat is hiding under the table. ………………………doesn't want to come out.
8. I have a friend ………………………loves to play the guitar.
9. This is the book ………………………I borrowed from the library.
10. They bought ………………………a gift yesterday; ………………………is really beautiful and I am extremely happy.

LESSON 1 | BASICS

TOPIC 3 | VERBS

Verbs are an essential part of speech in the English language. They are words that express actions, states, or occurrences. Verbs are used to convey what the subject of a sentence does or experiences.

Identifying Types of Verbs

1- Action Verbs: Describe physical or mental actions.
Example: She runs every morning.

2- State Verbs (Stative Verbs): Describe a state or condition rather than an action.
Example: I love chocolate.

3- Main Verbs: Carry the primary meaning in a sentence.
Example: They write stories for children.
N.B: The main verb can be an action or state verb.

4- Auxiliary Verbs (Helping Verbs): Work with the main verb to express tense, mood, voice, or emphasis.
Example: I am studying for the exam.

Auxiliary verbs examples: (verb to be, verb to have, verb to do and all their verb forms)
N.B: Modal verbs are also considered auxiliary ones.

5- Imperative verbs: they are used to give commands, orders, or instructions. They are used to tell someone what to do.

Example: Sit down and relax.
Open the book to page 5.
Listen carefully to the instructions.

5- Modal Verbs: Modal verbs are a category of auxiliary verbs that express the speaker's attitude, possibility, necessity, ability, permission, or prediction regarding the action or state described by the main verb.

List of modal verbs and their usages:

-Can

Function: Ability, possibility, permission.

Examples:

- I can swim.
- She can speak French.
- Can I borrow your pen?

-Could
Function: Past ability, polite request (more polite form of can when making a request), possibility.

Examples:

- I could run faster when I was younger.
- Could you please pass me the salt?
- It could rain later today.

-May

Function: Permission, possibility.

Examples:

- May I use the restroom?
- It may snow tomorrow.
- You may bring a guest to the party.

-Might

Function: expresses past or present possibility or a more uncertain possibility than "may."

Examples:

- I might go to the concert if I can get tickets.
- It might rain, so bring an umbrella.
- He might be late; I'm not sure.

-Must

Function: Necessity, obligation, strong recommendation.
Examples:

- I must finish this report by tomorrow.
- You must wear a seatbelt in the car.
- We must study for the exam.

-Shall

Function: Offers, suggestions, future actions.

Examples:

- Shall I help you with your bags?
- We shall meet at the park at 6 PM.
- Shall we go out for dinner tonight?

-Should:

Function: Advice, recommendation, expressing sense of obligation.

Examples:

- You should exercise regularly for better health.
- I should apologize for my mistake.
- Students should complete their assignments on time.

-Will:

Function: Future action, willingness, promise.

Examples:

- I will call you later.
- She will help you with your project.
- We will meet at the movie theatre.

-Would:

Function: Past habits, polite requests, hypothetical situations.

Examples:

- When I was young, I would go swimming every weekend.
- Would you mind closing the door?
- If I had more money, I would travel the world.

-Ought to

Function: Advice, obligation.

Examples:

- You ought to apologize for your behaviour.
- They ought to study for the test.
- He ought to arrive on time.

-Need to

Function: Necessity.

Examples:

- I need to finish this project by tomorrow.
- You need to eat healthier.
- She needs to buy groceries.

Have to

Function: Necessity, obligation.

Examples:

- I have to attend the meeting.
- They have to finish their homework.
- We have to be at the airport by 8 AM.

Remember: The functions provided for each modal verb are not the only ones, as modal verbs can have various shades of meaning depending on the context in which they are used.

PRACTICE TIME | PRACTICE 1

Name the type of each of the underlined verbs.

1- Real friendship grows (1), connecting hearts and souls. Have (2) you ever thought about life without a friend who is there for you, cheers you up, and helps you? Friends listen and help each other. They make each other feel better and give support. They encourage each other and make each other happy. Together, they can (3) go on adventures, find new things, and make special memories. Friendship is all about caring, making each other feel better, and being close. When making new friends, you should (4) make trust, loyalty, and love the basics of this friendship.

1-……………………………………………………………………………………………

2-……………………………………………………………………………………………

3-……………………………………………………………………………………………

4-……………………………………………………………………………………………

PRACTICE TIME | PRACTICE 2

Read the following extract and answer the questions.

Honesty is a really important virtue that affects how we talk and interact. It's something we should value and keep. When we're honest, we talk sincerely and tell the truth in a good way. This helps us be good members of our community. But remember, being honest doesn't mean being too direct. We can be honest and still be nice and caring. We must try to be honest with ourselves and know what we're good at and what we're not so good at. Being honest helps us deal with life's complicated situations, and it helps us build trust and real friendships.

Answer the following questions.

1. Give a modal verb used to give advice.

……………………………………………………………………………………………

2. Look at lines 4-5.
What is the function of the two modal verbs used in this line?

……………………………………………………………………………………………

……………………………………………………………………………………………

3. Give an imperative verb from line 3.

……

4. Give a helping verb from line 4.

……

……

5. What type of verbs is ‘talk’ in line 2?

……

PRACTICE TIME | PRACTICE 3

Read the following extract and match each modal verb with its most suitable function *as used in the text.* Each one can be used only once.

Hello, and welcome to the exciting amusement park! This is a place for fun and adventure. You must follow the rules to stay safe while having a good time. You can have a lot of fun on the rides. You should definitely try the roller coaster – it's really exciting! If you like, you can also go on the Ferris wheel to see amazing views; it’s allowed to try them alone. When you're hungry, you might want to try the yummy food from the stalls. And if you need help, don't hesitate to ask the nice staff. We promise you'll have a day full of adventure that you will always remember.

	Modal Verb	Usage
1.	can (line 4)	Recommendation
2.	must	Promise
3.	should	Permission
4.	might	possibility
5.	will	Obligation

PRACTICE TIME | PRACTICE 4

Fill in the gaps using a suitable modal verb.

1. You ……………………finish your homework before watching TV.
2. I ……………………help you with your math problem if you'd like.
3. We ……………………clean our room before our friends come over.
4. You ……………………choose any book from the library for your reading assignment.
5. We are not sure, but he ……………………join us for the soccer game this weekend.
6. Don't forget to bring your umbrella – it ……………………rain later.
7. You ……………………ask the teacher if you need more time to complete the project.
8. She ……………………eat too much candy before dinner.
9. We ……………………wear helmets while riding our bikes for safety.
10. You ……………………bring a snack for the picnic if you want to.

TOPIC 4 | ADJECTIVES AND ADJECTIVAL PHRASES

Adjectives are words that describe or modify nouns or pronouns. Their primary function is to provide additional information about the qualities, characteristics, or attributes of the noun they are modifying. They can express various aspects, such as size, colour, shape, age, origin, material, and many other relevant qualities.

Adjectives can be used in different positions within a sentence. They can appear before the noun they modify or after linking verbs like "be".

Example: I read an *interesting* book yesterday.

-This book is *interesting*.

Adjective Types

As pointed out above, adjectives are words that describe the nouns or the pronouns. They can add different information about them.

1. Simple Adjectives:

Examples:

- The boy looked at the blue sky.

Here, the adjective is ‘blue’ and it is used to describe the sky, telling us its colour.

- The dog was hungry.

Here, ‘hungry’ is the adjective and it gives more information about the dog and its state.

- Our helpful friend, James, helped us to mend the old car.

Here, ‘helpful’ is an adjective that describes ‘James’ traits / character, and ‘old’ is an adjective that describes that state of the ‘car’.

- Mum’s looks were angry as she was very upset with me.

Here, ‘angry’ describes the mum’s looks, giving us more information, and ‘upset’ describes the mother herself.

2. Adjectival Phrases:

Examples:

- The dog with a wagging tail barked loudly.
- She wore a dress with sparkles and ribbons.
- The boys, excited and thrilled, started to race.
- Carol was extremely angry when she saw the bullies.

In the above examples, the nouns ‘dog-dress-boys-Carol’ are not described by only one word, but a group of words is used to give more information about these nouns:

Dog: with a wagging tail
Dress: with sparkles and ribbons
Boys: excited and thrilled
Carol: extremely angry

When the adjective is a group of words, we call it an ‘Adjectival Phrase’.

3. Compound Adjectives

- A well-known author visited our school today.
- I drink sugar-free juice.
- I love fast-paced movies.

Here, the words that describe the nouns ‘author-juice-movies’ are hyphenated acting as a one unit to describe the noun:

Author: well-known
Juice: sugar-free
Movies: fast-paced

We call these hyphenated adjectives ‘Compound Adjectives’.

4. Possessive Adjectives

- This is my book.
- May I borrow your pen?
- Jim usually lends me his ruler.

Here, ‘my, your, his” represent another type of adjectives; they are ‘Possessive Adjectives’. They indicate to whom the noun belongs.
‘Possessive Adjectives’ must be followed by a noun.

Remember that adjectives can be used in different positions within a sentence. They can appear before the noun they describe or after it.

PRACTICE TIME | PRACTICE 1

Read the following sentences and underline the adjective(s) or the adjectival phrase(s) in each sentence.

1. The happy children played on the sandy beach, building huge sandcastles.
2. A furry dog wagged its fluffy tail as it chased a playful squirrel.
3. The giant oak tree provided shade on a sunny afternoon.
4. She found a seashell with shiny stripes on the pebbly shore.
5. The five-year-old tree in the garden had red leaves.
6. A friendly dolphin swam alongside the giant ship with the green flag.
7. They had a joyful picnic under a clear sky with twinkling stars.
8. Grandma's home-made cookies filled the air with a delicious aroma in the cozy kitchen.
9. We had a last-minute change of plans due to the rainy weather.
10. He was extremely amazed once seeing the magician’s witty tricks.
11. The quick-thinking lifeguard rescued the swimmers from the fast-moving river.
12. The hiking trail led to a breathtaking waterfall hidden in the lush forest.
13. The beautiful sunset coloured the sky with bright orange and purple.
14. The smart student solved the hard math problem easily.
15. The brave firefighter went into the burning building.
16. The cat wagged its tail as a sign of being happy.
17. This wasn’t our decision; it was theirs.

PRACTICE TIME | PRACTICE 2

Complete the sentences with suitable adjectives or adjectival phrases.

1. The ……………………………… (adjective) cat climbed up the tree.
2. She wore a dress ……………………………… (adjectival phrase) to the party.
3. The sky was ……………………………… (adjective) after the rain.
4. The ……………………………… (adjective) cake was baked by my grandmother.
5. The house ……………………………… (adjectival phrase) is my friend's.
6. He gave me a gift ……………………………… (adjectival phrase) on my birthday.
7. The ……………………………… (adjective) flowers bloomed in the garden.
8. The teacher handed out ……………………………… (adjective) worksheets for us to complete.
9. The car ……………………………… (adjectival phrase) sped down the road.
10. The ……………………………… (adjective) puppy barked at the stranger.

LESSON 1 | BASICS

TOPIC 5 | ADVERBS AND ADVERBIAL PHRASES

An adverb is a word or phrase that modifies or adds information to a verb, adjective, another adverb, or a whole sentence. Adverbs typically express manner, place, time, frequency, degree, or cause. They provide details about how an action is performed, where it takes place, when it occurs, how often it happens, to what extent, or why it happens.

Adverbs can be single words such as "quickly," "here," "now," "often," or "very." They can also be phrases like "in a hurry," "at home," "from time to time," "to a great extent," or "due to the weather."

FORMING ADVERBS

Adverbs are derived from adjectives; to make adverbs, you usually start with an adjective.

Here's how we form adverbs:

Step 1: Choose an Adjective
Pick an adjective that you want to turn into an adverb. For example, let's use the adjective "quick."

Step 2: Add "–ly"
To turn your adjective into an adverb, just add "–ly" to the end of it.
So, "quick" becomes "quickly." Now you have an adverb!

Step 3: Use It in a Sentence
Now, use your new adverb in a sentence to make it more exciting.
For instance, "She ran quickly to catch the bus."

See? It's easy as 1-2-3! Let's try another one.

Step 1: Choose an Adjective: Let's pick "loud."
Step 2: Add "–ly": "Loudly"
Step 3: Use It in a Sentence: "The thunder rumbled loudly in the sky."

But Notice that

1. Adjectives ending with ‘y’, we change the ‘y’ into ‘I’ and add the ‘ly’.

Example:
Happy: happily
Speedy: speedily
Angry: angrily

2- some adverbs don not follow the same rule when formed:

Example:

The adverb of ‘fast’ (adjective) is also ‘fast’.

- He has a very fast car. (adjective)
- He drives fast. (adverb)

Other examples:

Adjective	Adverb
hard	hard (when reflecting intensity)
late	late (when reflecting a delay)
early	early
far	far
high	high (when referring to distance)
low	low
good	well

N.B: ‘Lately’ is an adverb of time referring to actions or events happening in the recent or near past.

Example:

- She has been busy lately.

‘Hardly’ is an adverb of manner that refers to actions or events being done with difficulty, barely, or almost not.

Example:

- They could hardly hear the music.

Adverb Types

Adverbs can be one word like 'quickly, slowly…etc.', and they can be a group of words (Adverbial phrases).
Let's start with the different types of adverbs based on the kind of information they provide or the function they serve within a sentence. There are different types of adverbs:

1- Adverbs of Manner: These adverbs describe how an action is performed or the manner in which something happens.

Example:

- She sings *beautifully*.
- He drives *slowly* to avoid accidents.

2- Adverbs of Place: These adverbs indicate where an action takes place or the location of something like "here, there, everywhere, outside, inside".

Example:

- The kids played outside.
- We searched everywhere for the missing keys.

3- Adverbs of Time: These adverbs are used to describe when, how long, or how often (frequent) an action occurs / happens.

a- When an action occurs.

Example:

- We will move out soon.
- They sold their car yesterday.
- We can meet later.

"Now, then, soon, yesterday, later, soon, today, during…" are examples of time adverbs.

b- How long an action lasts (duration)

Example:

- We haven't met since we were kids.
- They have lived in Egypt for their whole life.
- She worked on her project all day.

In these examples, the underlined parts are 'Adverbial Phrases' as they consist of multiple words that function together to modify the verb.

c- How often an action happens. (frequency)

- She often goes for a run in the morning.
- He rarely eats fast food.
- Sometimes we make mistakes that can never be undone.

“Usually, rarely, often, seldom, occasionally, frequently, regularly, …” are examples of adverbs of frequency.

4- Adverbs of Degree: These adverbs indicate the intensity, extent, or level of an action or quality.

Example:

- She is very talented.
- He was quite upset with the result.
- They were extremely furious.

“Very, extremely, quite, rather, too, really, almost, remarkably, …” are examples of adverbs of degree.

Note that as mentioned before, when more than one word function together to modify the verb, we name this construction an ‘Adverbial Phrase’, and they have the same classification of the one-word adverbs.

Example:

- He finished his homework in a hurry to watch the match. (Adverbial phrase of manner) = He finished his homework hurriedly to watch the match. (Adverb of manner)
- We see them every now and then. (Adverbial phrase of time “frequency”)
- As a child, Sara was a true musical legend. (Adverbial phrase of time)

PRACTICE TIME | PRACTICE 1

Read the following sentences and underline the adverb(s) / adverbial phrase(s) in each sentence.

1. They were extremely excited about going to Paris.
2. We're absolutely certain he didn't do anything wrong.
3. These guys are moving in a strange way.
4. She cries when someone shouts loudly.
5. She was sleeping like a baby.
6. The streets were empty because of the game. We got home really fast.
7. Why do you want us to leave? We just got here.
8. She is only one year old; she can barely walk.
9. He shared his exciting news with a big smile on his face.
10. With great care and attention, the artist painted a beautiful picture of the ocean.
11. The kids approached the sea slowly with cautious steps.
12. In the morning, we went for a walk in the park to enjoy the sunshine.
13. Can you talk louder, please? We can't hear you well.
14. She answered angrily and said she didn't do anything wrong.
15. He is praised everywhere for his outstanding achievements.

PRACTICE TIME | PRACTICE 2

Choose the correct word to fill in the gaps in the following text.

Sailing ....(1)......... (slow-slowly- in slow) in the angry sea, Dana tried ....(2)......... (hardly-hard- hardness) to control her small sailing boat. ....(3)......... (Tirelessly-Tired-With Tired), she kept on trying to keep the steer under her control. The waves were coming ....(4)......... (fastly-fastening-fast) one after the other as if they were competing to crash her small sailing boat. She was ....(5)......... (extremely-extremist-extreme) afraid, and her heart was pounding out of her chest as if trying ....(6)......... (desperate-desperately- with desperately) to warn her from the coming danger. She could ....(7)......... (hardly-hard-hardness) keep the boat floating ....(8)......... (steadiness-steadily-steady), but she knew quite ....(9)......... (good-goodly-well) that she was in an unequalled battle.

PRACTICE TIME | PRACTICE 3

Complete the Sentences with Suitable Adverbs or Adverbial Phrases

1. The dog barked ………………………………. at the stranger who was approaching our front gate.
2. She finished her homework ………………………………. before going outside to play with her friends.
3. The train arrived ………………………………. at the station, just as the sun was beginning to set.
4. He ran ………………………………. to catch the bus, but it pulled away just as he reached the stop.
5. The teacher spoke ………………………………. during the lesson, making sure everyone understood the difficult topic.
6. They played ………………………………. in the park until their parents called them for dinner.
7. The baby slept ………………………………. through the night, much to the relief of her tired parents.
8. She whispered ………………………………. in the library, so as not to disturb the other readers.
9. The sun rose ………………………………. over the mountains, casting a golden light over the valley.
10. He answered the question ……………………………….., impressing the entire class with his knowledge.

LESSON 2

GRAMMAR | COMPARISON AND SUPERLATIVE

LESSON 2 | COMPARISON AND SUPERLATIVE

TOPIC 1 | COMPARATIVE ADJECTIVES

Comparisons in English are used to show the differences or similarities between two or more things. We use comparisons when we want to say that one thing has more, less, or the same amount of a quality as another thing.

FORMING COMPARATIVE ADJECTIVES

What makes comparison sentences different from any other one is the adjective form used, which is **adjective+ er** and then it is followed by **'than'**.

Example: Skyscrapers are higher than any other buildings.

To create **comparative adjectives**, we usually add "-er" to the end of the adjective.

Example:
- The rabbit is faster than the turtle. (fast + er)
- Rayan is smarter than his classmates. (smart + er)

If the adjective ends in "e," we only add "-r."

Example:
- She is cuter than I thought. (cute + r)
- This house is larger than my old one. (large + r)

If the adjective ends in a single consonant vowel consonant pattern (CVC), we double the final consonant before adding "-er."

Example:
- Today is hotter than yesterday. (hot + t+ er)
- I need a bigger house. (big + g+ er)

If the adjective ends in y, we usually replace it with 'ier'.

Example:
- Rassel is prettier than her cousins.
- Nothing can make her happier than seeing his success.

For adjectives with two or more syllables, use "more" before the adjective.

Example:

- modern → more modern
- famous → more famous
- peaceful → more peaceful
- expensive → more expensive
- dangerous → more dangerous

Some adjectives don't follow the regular "-er" pattern. They change completely.

Example:

- Good → Better
- Bad → Worse
- Far → Farther/Further
- Little → less

PRACTICE TIME | PRACTICE 1

Underline the comparison forms in the following sentences.

1. Elephants are larger than giraffes.
2. My bicycle is faster than your scooter.
3. Soccer is more exciting than chess.
4. My bedroom is neater than my brother's.
5. My dog is friendlier than my cat.
6. The sun is brighter than the moon.
7. She is nicer than I thought.
8. We need a more comfortable sofa.
9. Sara has less money than Adam.
10. This task required fewer time than planned.

PRACTICE TIME | PRACTICE 2

Re-write the following sentences using comparative adjectives.

1. Sandra is not as good as Clare.

……

2. This chair is not as comfortable as my old one.

……

3. No one in the class is in the same level of intelligence as Ralph.

……

4. My sister is not as pretty as my cousin.

……

5. Today is not as hot as yesterday.

……

6. Her marks are not as good as my marks.

……

7. The new candidates are not as qualified as the previous ones.

……

LESSON 2 | COMPARISON AND SUPERLATIVE

TOPIC 2 | SUPERLATIVE ADJECTIVES

Superlative adjectives are a form of adjectives that are used to compare three or more items, people, or things and indicate the highest degree of a certain quality. They express the idea of "the most" or "the least" of a particular characteristic within a group. Superlative adjectives are often used to emphasize the extreme nature of something or someone in comparison to others.

FORMING SUPERLATIVE SENTENCES

What makes superlative sentences different from any other one is the adjective form used, which is the + adjective+ est.

Example: This is the highest building in the city.

There are two main forms of constructing superlative adjectives in English: regular superlatives and irregular superlatives.

1- Regular Superlatives:
In most cases, regular superlative adjectives are formed by adding the suffix "-est" to the base form of the adjective.

Example: This is one of the simplest recipes.

- tall → taller than → the tallest
- smart → smarter than → the smartest

If an adjective ends in "y," the "y" usually changes to "i" before adding "-est." For example: happy → happiest, funny → funniest.

2- Irregular Superlatives:
Some adjectives have irregular forms in the superlative degree. These forms don't follow the standard "-est" pattern. Instead, they undergo changes in spelling.

- Good → better than → the best
- bad → worse than → worst
- far → farther than → the farthest
- Little → less than → the least

3- For longer adjectives (usually two or more syllables), you often add "most" before the adjective.

Example: beautiful → most beautiful, intelligent → most intelligent.

- He was one of the most intelligent students in the class.
- This is the most expensive car in the world.

PRACTICE TIME | PRACTICE 1

Underline the superlative forms in the following sentences.

1. Mount Everest is the tallest mountain in the world.
2. The cheetah is known for being the fastest land animal.
3. Among all the contestants, Maria's painting was the most beautiful.
4. The Eiffel Tower is one of the most iconic landmarks in the world.
5. After days of hiking, the view from the summit was the most breathtaking sight they had ever seen.
6. Her performance in the concert was the best I've ever witnessed.
7. The worst part of the movie was its predictable plot.
8. Among the three desserts, the chocolate cake was undoubtedly the most delicious.
9. The smallest kitten in the litter managed to capture everyone's heart
10. The most challenging aspect of the project was its complicated design.

PRACTICE TIME | PRACTICE 2

Re-write the following sentences using superlative adjectives.

1. No one is more beautiful than Nancy in our class.

....

2. All the players are slower than Messi.

....

3. No building competes Burj Khalifa in height.

....

4. Your mistakes are more fatal than all the others.

....

5. She is better than all her classmates.

....

6. No score is lower than his.

....

7. I have never seen such an expensive car before.

....

PRACTICE TIME | GENEREAL PRACTICE 1

Read the following text and answer the questions.

The Brave Inca Tribe

The Incas were a group of amazing Native American people who lived in a place called South America. A really long time ago, during the 13th century, the Incas became even stronger and their kingdom stretched across a big part of South America. They were in charge until the Spanish defeated them in the 16th century.

Imagine this: when the Inca Empire was at its biggest, it covered a whole bunch of South America, and guess what? Around 12,000,000 people called it their home! Their main city was called Cusco, and it was super awesome – one of the most incredible cities back then. By the early 1500s, about 150,000 folks were living there! They were known as the "Children of the Sun" and they had a special connection with nature.

The Inca people had really strong beliefs in many gods. One of the most special gods was Inti, the sun god, who brought warmth and light. They also honored Viracocha, the creator god, and Mama Quilla, the moon goddess. The Incas offered precious items to these gods to make them happy, because they believed it would keep their world safe.

Guess what the Incas loved to eat? Foods that grew easily in South America's mountains and valleys. Their top foods were maize (a type of corn), potatoes, and quinoa (a grain). They would add flavors like spicy pepper and yummy tomatoes to make their meals tastier. They didn't have chocolate like we do, but they loved to sip on cocoa drinks. These foods became popular all around the world later on.

Between 1532 and 1572, a brave Spanish conqueror named Francisco Pizarro led the Spanish forces against the Incas. They joined with local allies and conquered the Inca Empire. Pizarro changed it into a Spanish territory afterward. The end!

Answer the following questions.

1. Look at the first paragraph (Lines 1-4).

Give one comparative adjective.

……

2. Look at the second paragraph (Lines 5- 9).

a. What form of adjective has the writer used to emphasise the huge size of the Inca Empire? Give an example.

Adjective form: ……………………………………………………………………………………………………

Example: ……

b. Give one superlative adjective from line (7-9).

……

3. Look at the third paragraph (Lines 10-13).

In line 10, what grammatical form does the writer use to point out the importance of the sun god? Give an example.

Grammatical form: ………………………………………………………………………………………………

Example: ……

4. Look at lines 14-18.

Give one comparative adjective.

……

PRACTICE TIME | GENEREAL PRACTICE 2

Underline the mistake(s) in the following sentences and correct them.

1. It was one of the more incredible adventures I have ever experienced.

Correction: ……………………………………………………………………………………………………

2. Why don’t you go for a cheapest car?

Correction: ……………………………………………………………………………………………………

3. She is the sillier girl I have ever seen.

Correction: ……………………………………………………………………………………………………

4. You didn’t exert the less effort to solve the equation.

Correction: ……………………………………………………………………………………………………

5. He is the better one in his class.

Correction: ……………………………………………………………………………………………………

6. My sister is intelligent than anyone else in her class.

Correction: ……………………………………………………………………………………………………

7. No one is pretties than Sara.

Correction: ……………………………………………………………………………………………………

8 I believe now you have fewest chances than before.

Correction: ……………………………………………………………………………………………………

LESSON 3

GRAMMAR | STRUCTURE OF SENTENCES

LESSON 3 | STRUCTURE OF SENTENCES

TOPIC 1 | CLAUSES

A clause is a group of words that contains a subject and a predicate (verb), and it can function as a complete sentence or as part of a larger sentence.

Difference between a Clause and a Phrase:

Before delving into the types of clauses, it's important to distinguish between clauses and phrases. A phrase is a group of words that lacks a subject, a verb, or both and it functions as a single unit within a sentence. Phrases can't stand alone as complete sentences, unlike clauses.

Types of Clauses

There are two types of clauses:

1- Independent Clauses (Main Clauses):

An independent clause is a complete thought that can stand alone as a sentence. It contains both a subject and a predicate and expresses a complete idea.

Example: She loves classic novels.

2- Dependent Clauses (Subordinate Clauses):

A dependent clause, also known as a subordinate clause, cannot stand alone as a complete sentence. It needs to be attached to an independent clause to form a complete thought.

Example: Because she loves to read classic novels,

When the dependent clause is joined with an independent clause, it creates a complete sentence:

Example: Because she loves novels, she spends hours at the library.

The Most Common Forms of Dependent Clauses

The most common forms of dependent clauses:

- Dependent clauses with a subordinating conjunction.

Example:

- Although they were very busy, they came to my birthday party.

In this sentence the dependent clause ‘Although they were very busy’ is formed by using the subordination conjunction ‘although’. The clause on its own does not provide the full information and needs to be attached to an independent clause to become meaningful.

There are many subordinating conjunctions in English: though, although, even though, because, if, unless, while, when, as soon as, just as, after, before, … etc.

- Relative clauses

Relative clauses provide additional information about a noun and begin with relative pronouns (who, whom, whose, which, that). They help identify which specific noun the sentence is referring to.

Example:

- The book that she's reading is a classic.

Dependent clause: that she's reading
Relative pronoun: that
Subject: she
Verb phrase: is reading
The noun ‘that’ refers to: the book

PRACTICE TIME | PRACTICE 1

Underline the subordinate clause in each of the following sentences.

1. When the sun set behind the mountains, the animals gathered by the watering hole.
2. After the kids had finished their homework, they raced to the park.
3. As the dragon emerged from the cave with a loud roar, it surprised the brave knight who had come to rescue the princess.
4. The colourful umbrella popped open as the rain was pouring down.
5. Emily confidently performed her solo dance on stage during the school talent show because she had practiced every day.
6. While the group of friends was exploring the ancient castle, they discovered a secret passage that led to a hidden treasure room.
7. The students who won the science competition were rewarded.
8. Emmy, whose mum is a doctor, helps us in our science assignment.
9. As the teacher was explaining the science experiment, the students eagerly gathered around the table to observe the chemical reactions.
10. Nora will be punished if she doesn't behave well.
11. Sarah found a hidden treasure in the attic while she was helping her grandparents clean up.
12. The book that I borrowed from the library was filled with exciting adventures and colourful illustrations.
13. As the countdown reached zero, the spaceship took off into the stars.
14. After the rain had stopped, the children ventured outside to search for rainbows in the sky.

PRACTICE TIME | PRACTICE 2

Underline the main clause in each of the following sentences.

1. We can leave if you want.
2. This is the book that I told you about.
3. We found the lost ring after we had searched for it in the garden.
4. Because she was sick, she couldn't come to the party.
5. While the scientists were carrying out their experiments, an explosion shook the building.
6. She offered me help although she was very exhausted.
7. The man whom we met in the party is a celebrity.
8. She told me about the reasons that made her resign.
9. We heard a loud scream while the teacher was explaining the lesson.
10. If you kept crying, I wouldn't get you any candies.

LESSON 3 | STRUCTURE OF SENTENCES

TOPIC 2 | CONNECTIVES

Connectives are special words or phrases that we use to join different parts of the sentences or the ideas together. They help making writing sound more interesting and help readers understand how things are related.

Connectives can be any part of speech: conjunctions, prepositions, adverbs, pronouns…etc.

They also can be a single word or a phrase.

There are a few types of connectives that we use to achieve different purposes in our sentences:

1- Time Connectives: These connectives help us talk about when things happen. They order events in a sequence.

For instance, words like "first," "next," "then," and "finally" help us tell a story step by step.

Example:

Imagine telling your friend about your day:

"First, I woke up. Next, I had breakfast. Then, I went to school. Finally, I played in the park."

2- Cause and Effect Connectives: These connectives show why something happened or what happened as a result of something else.

Words like "because," "so," "since," and "therefore" help explain reasons and results.

Example:

"I studied hard, so I got good grades."

3- Comparison and Contrast Connectives: These connectives help us talk about similarities and differences between ideas.

Words like "but," "however," "similarly," and "on the other hand" help us compare and contrast things.

Example:

" Cake is my favourite desert. However, I prefer ice cream on hot days."

4- Addition connectives: These are another important type of connective that help you adding more information. These connectives are specifically designed to show that extra details or examples related to the main point are being given.

Words like "additionally", "furthermore", "moreover", "not only... but also", ...etc. help to expand on ideas, give examples, and make the sentences more interesting and convincing.

Example:

- I love playing soccer. Additionally, I enjoy swimming on weekends.
- She's an excellent musician; furthermore, she's a talented painter.
- The park has a playground for kids; moreover, there's a beautiful lake for fishing.
- She's not only a great dancer but also an accomplished pianist.

The following is a list of the common connectives and their usage:

Connectives of Addition	Connectives of Contrast	Connectives to Show Cause and Effect
• And	• Yet	• Therefore
• Moreover	• But	• Consequently
• Furthermore	• However	• Thus
• Additionally	• Nevertheless	• Hence
• In addition	• On the other hand	• As a result
• Not only...but also	• Nonetheless	• Because
• Likewise	• Despite	• Since
• Also	• In contrast	• So
• Besides	• Yet	• For this reason
• What's more	• While	• Owing to
• As well as	• Although	
• Not to mention	• Even though	

Connectives to Show Similarity	Connectives to Indicate Time
Similarly	Firstly
Likewise	Secondly
In the same way	Meanwhile
Correspondingly	Subsequently
Just as	Afterwards
Equally	Initially
Like	Finally
Alike	In the meantime
In like manner	At the same time
Analogously	Thereafter
	At last
	In conclusion

PRACTICE TIME | PRACTICE 1

Underline the connective in the following sentences and identify why it is used.

1. Sally loves ice cream, but she can't eat it because she's lactose intolerant.

   Connective Usage: ……………………………………………………………………………………………
   ……

2. Timmy wanted to go to the park, so he packed a picnic basket.

   Connective Usage: ……………………………………………………………………………………………
   ……

3. Although it was raining outside, the soccer game continued.

   Connective Usage: ……………………………………………………………………………………………
   ……

4. Emily studied hard for her math test, yet she still found it challenging.

   Connective Usage: ……………………………………………………………………………………………
   ……

5. Because it was his birthday, Jimmy received lots of presents.

Connective Usage: ……………………………………………………………………………………

………

6. Jenny wanted to play soccer, but her friends wanted to go swimming.

Connective Usage: ……………………………………………………………………………………

………

7. Since it was a holiday, there was no school today.

Connective Usage: ……………………………………………………………………………………

………

8. Brian has a dog, and he also has a cat.

Connective Usage: ……………………………………………………………………………………

………

9. While Mary was reading a book, her brother was playing video games.

Connective Usage: ……………………………………………………………………………………

………

10. The movie was long, so they brought some snacks with them.

Connective Usage: ……………………………………………………………………………………

………

11. As soon as the bell rang, the students rushed out of the classroom.

Connective Usage: ……………………………………………………………………………………

………

12. Alex enjoys both soccer and basketball.

Connective Usage: ………

………

13. Although it was late, Sarah decided to finish her homework.

Connective Usage: ………

………

14. Because of the heavy rain, the baseball game was postponed.

Connective Usage: ………

………

15. Since it's summertime, the days are longer, and the nights are shorter.

Connective Usage: ………

………

LESSON 3 | STRUCTURE OF SENTENCES

TOPIC 3 | DIFFERENT TYPES OF SENTENCES

Sentence types are determined by the type of clauses they contain; they are categorised into simple, compound, and complex ones.

The Different Types of Sentences

1- Simple Sentences

A simple sentence, (also called an independent clause), contains a subject and a verb, and it expresses a complete thought.

Example:

- My sister plays basketball.
- It is cloudy today.
- We need some rest.

PRACTICE TIME | PRACTICE 1

For each of the following simple sentences, underline the subject and circle the main verb (or verb combination).

1- My siblings study hard for their exams.

2- She is in a meeting now.

3- The school management committee decided to sponsor a charity event.

4- The teacher's plan is to divide the class into three groups.

5- Suzan, Alex and Charlie will organise the graduation party this year.

6- The girl in the corner is painting.

7- Both Ahmed and Ali have the same car.

8- Neither Adam nor Alex has been to Paris.

9- The girl in black was in the crime scene.

10- My family members insisted on spending the summer vacation in Alexandria.

PRACTICE TIME | PRACTICE 2

Identify whether the following are simple sentences or not by ticking the YES or NO box. If NO, then give a reason why not.

	Yes	No	Reason
1- Sara, the smartest girl in the class, and her sister.			
2- We discussed this matter more than once.			
3- Was difficult to understand.			
4- My classmate's book is missing.			
5- It was difficult to reach the airport.			
6- Managed to achieve the highest score.			
7- I have never such an amazing movie before.			
8- I can't think of a solution.			
9- The students aren't anymore.			
10- Let's go out tonight.			

2- Compound Sentences

A compound sentence is a sentence that contains two or more simple sentences (main clauses / independent clauses) linked together by a coordinating conjunction, a semi-colon, or a conjunctive adverb.

Tip: The most efficient way to identify a compound sentence is by identifying its two main clauses; the presence of a coordinating conjunction is not always a proof that the sentence is a compound sentence.

Compound Sentence Forms

There are three ways to link the main clauses in order to form a compound sentence:

1- By using a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so)

Example:

- The boys wanted to go to the club, but the girls wanted to go shopping.
- Diana didn't submit her homework, nor did she complete her project.
- We were very late, so we had to order an Uber.
- Many scientists warned about the dangers of global warming, but no one listened.

Notice that all the examples contain Two main clauses and a coordinating conjunction.

Look at these sentences:

- I will buy chocolate and ice-cream.

- She sings and dances.

- It was sunny yet cold.

Though containing a coordinating conjunction, these sentences are simple ones, for they have only one main clause.

2- By using a semi-colon

In this case, the two clauses must be related.

Example:

- There are many birds in the sky; all of them are white.
- She loves playing soccer; he prefers basketball.
- I finished my homework; I can play video games now.

3- By using a conjunctive adverb

Example:

- They practiced their dance routine all week; therefore, their performance was flawless.
- She studied hard for the test; consequently, she earned an A.
- The team won the championship; hence, they celebrated with a victory party.

List of common conjunctive adverbs

thus
accordingly
besides
instead
nonetheless
subsequently
comparatively
all in all
moreover
consequently
furthermore
likewise
otherwise
then
further
additionally
hence
also
however
meanwhile
similarly
therefore
undoubtedly
finally
as a result
again
indeed
nevertheless
still
equally
indeed
next
besides
In addition
anyway
elsewhere
anyhow
thereafter
In conclusion
In contrast

PRACTICE TIME

Identify whether the following sentences are simple (S) or compound (C).

1-The sun is shining brightly, and the sky is clear. ....

2- My dog barks loudly. ....

3- We have a red bicycle; our friend has a blue one. ....

4- I like to read books; however, my brother prefers to watch TV. ....

5- We went to the park yesterday, and we played on the swings; therefore, we had a lot of fun. ....

6- The giggling baby cried out for her favourite toy. ....

7- We went to the zoo; unfortunately, the lions were sleeping. ....

8- We agree to disagree. ....

9- My mom makes delicious cookies; my dad makes great pizza. ....

10- Birds sing in the morning; consequently, flowers bloom in the spring. ....

11- Birds sing in the morning, and flowers bloom in the spring. ....

12- She was beautiful yet dumb. ....

13- My favourite colours are blue and green. ....

14- I don't believe in magic. ....

15- The teacher explained the lesson, and the students took notes. ....

3- Complex Sentences

Complex sentences are sentences that consist of an independent clause and one or more dependent clauses. These sentences are characterized by using subordinating conjunctions, which introduce the dependent clauses and establish a relationship between them and the independent clause.

The independent clause in a complex sentence can function as a standalone sentence, conveying a complete thought. The dependent clauses, on the other hand, rely on the independent clause to form a complete idea.

Complex Sentence Forms

The most common ways to form a complex sentence are as follows:

1- By using a subordinate conjunction

Example:

- Although there was heavy traffic, we managed to arrive early.
- We would have explained the whole situation if we had been given a chance.
- I will call you when I am done with the presentation.
- Whatever decision you take, I will be supporting you.

2- By using a relative pronoun and forming a relative clause

Example:

- Marie Curie is the woman who discovered radium.
- I can't remember the name of the restaurant where we first met.
- Dr. Richard, whose sister won a Noble prize, teaches us physics.

PRACTICE TIME

Identify whether the following sentences are simple (S), compound (C), or complex (CX).

1-I went to the park, and I played with my friends. ....

2- Although it rained all morning, we still had a picnic. ....

3- In the forest, we saw colourful birds and heard chirping sounds. ....

4- Even though I was tired, I stayed up to finish the book. ....

5- In the winter, we like to go ice skating, and we always have hot chocolate afterward. ....

6- The cake was delicious because it had chocolate and strawberries. ....

7- She loves to read books, and she has a big collection. ....

8- The students, who were punished because of cheating, didn't come to school today. ....

9- The dog barked loudly when the mailman came to the door. ....

10- We played and ran on the beach. ....

11- As the sun set, the sky turned orange and pink. ....

12- The sandcastle that I build is very huge. ....

13- He couldn't go to the party because he was feeling unwell. ....

TOPIC 3 | DIFFERENT TYPES OF SENTENCES

GENERAL PRACTICE | PRCATICE 1

Combine the following sentences to form a compound one

1- The concert started late. The crowd grew impatient.

....

....

2- James had a very busy schedule. He managed to finish the project.

....

....

3- Some people prefer winter. Others enjoy the warmth of summer.

....

....

4- Our team faced challenging circumstances. They remained calm. They achieved their goal at the end.

....

....

5- The concert tickets sold out quickly. Many fans were left disappointed.

....

....

6- My cousins don't like video games. My siblings don't like video games.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

7- She didn't study well. She didn't listen to her parents' advice. She failed.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

8- Our products are not selling well in the market. We need a strong marketing campaign. We will lose lots of money.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

9- She was very smart. She wasn't popular at school. She was very arrogant.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

10- James didn't want to go to the cinema. Sara kept on persuading him. He accepted at the end.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

GENERAL PRACTICE | PRCATICE 2

Combine the following sentences to form a complex one

1- He saved money. He wanted to buy a new bicycle.

……………………………………………………………………………………………………

2- The students listened attentively. The teacher explained the lesson.

……………………………………………………………………………………………………

3- The students finished their exams. Summer break started.

……………………………………………………………………………………………………

4- They brainstormed ideas. They were assigned a group project.

……………………………………………………………………………………………………

5- The party decorations were set up. The guests started arriving.

………

6- The friends met at the coffee shop. They discussed their future plans.

………

7- You should study hard. You will get high marks.

………

8- He was very nervous. Nobody noticed this.

………

9- I was in the middle of my studying. The electricity cut off.

………

10- She has become remarkably slim. She followed a strict diet.

………

LESSON 3 | STRUCTURE OF SENTENCES

TOPIC 4| SENTENCE LENGHT

How to Vary sentence Length and Structure for Effect

The way you write sentences can change how a story feels. Short sentences can make things quick and exciting, while long ones can slow things down and make them more important. It's like music, where the beat and tune change how you feel. Writers pick the right sentence length to make you feel a certain way or pay attention to something special. It all depends on where the sentence is in the story.

Varying sentence length and structure techniques:

1- Short sentences: short sentences have fewer words and get straight to the point. They can make the story feel faster and more exciting.

Example:

- Time was running out. The clock ticked. Each second slipped away. Time was like sand slipping through his fingers.

These short sentences make you feel the rush of time and add suspense to the story.

2- One-word sentences: One-word sentences use just one word to make a big point. They can make a story more dramatic and show something important.

Example:

- The streets were empty. Dead. No one around. She walked. Alone.

The words "dead" and "alone" are one-word sentences that make you feel how lonely and scary it is on the empty streets.

3- Repetition: Repetition means using the same word or phrase more than once. It can make something stand out or give the writing a nice rhythm.

Example:

- The wind was whispering through the trees, it was whispering secrets that only the leaves could hear.

By saying "whispering" two times, the author makes us notice how secretive and special the wind's talking to the leaves is.

4-Elision: Elision means leaving out a sound or word in a sentence to make it sound informal or focus on something specific.

Example:

- Going to the store. Coming?

Leaving out some words like "Are you" makes this sentence sound casual and like a friendly chat.

5- Delaying Information with Pronouns: This means not telling everything right away to make the story more exciting. It makes you curious about what's going to happen next.

Example:

- With shaking hands, she started to unlock the triple-locked box. She was about to see it, touch it, have it in her fist. With every tick, her heartbeats were shaking all her body - a beat after another was causing her terrible pain. At last, she got it. The paper that proves her innocence.

Not saying what "it" is at first makes you wonder and want to read more to find out what's on that paper.

6- Changing the Order of Sentences: This means mixing up the order of sentences and choosing which part of the story to tell first. It keeps things exciting and makes you curious about what's going to happen next.

Example:

- If only you sign the paper, I will set you free.
- Until she had called the police, he didn't allow her to take the money.

By starting with the second part of the story, it makes you wonder why she needs to call the police or what's on the paper, and it keeps you reading to find out.

LESSON 3 | GENERAL PRACTICE 1 | EXTRACT 1

Read the following extracts and answer the questions.

The Magic of the Night Sky

In the year 1835, people in New York were astonished when they read a newspaper story in The Sun. This story was about a renowned scientist named Professor Emily Turner, who had travelled from London to South Africa for a special mission. She had taken with her a powerful 6.4-meter telescope to study the night sky.

According to the reports, Professor Turner, along with her trusted colleague Dr. Robert Andrews, made groundbreaking discoveries when they pointed their telescope at the Moon.

The Sun newspaper, with journalist Sarah Davis as the writer, ran a series of six articles that would go down in history as one of the most famous hoaxes. Each article described increasingly remarkable findings on the Moon, all attributed to Professor Turner.

At first, they described massive volcanic rocks on the Moon's surface, covered in vibrant red flowers. Then, they claimed to have observed an array of colourful lunar creatures, including brown bison-like animals, bluish goats, and an odd, spherical creature that rolled swiftly across a pebble-strewn landscape.

The third article excited readers with the discovery of a beaver-like creature on the Moon. This creature walked on two legs, cradled its young in its arms, and seemed to possess the ability to create fire. The fourth article introduced the existence of the "winged humans," creatures similar to bats but with human-like features.

In the final article, readers were informed that a fire had consumed Professor Turner's observatory because the Sun's rays had focused through her telescope.

However, the surprising twist was that while Professor Emily Turner did go to South Africa, her assistant Dr. Robert Andrews was a fictional character. Sarah Davis had woven these imaginative stories with the aim of boosting the newspaper's circulation, leaving many readers captivated by the elaborate but untrue tales.

Answer the following questions.

1. Look at the first paragraph (Lines 1-4).

a. What type of sentences is the first sentence of the paragraph?

……

b. Find a dependent clause form lines (2-4).

……

2. Give a connective from line 6.

……

3. "…that would go down in history as one of the most famous hoaxes." (Line 9)
What type of clauses is the above sentence an example of?

……

4. Look at lines 12-15.
The writer uses connectives more than one time. Give two connectives the writer uses.

……

5. Look at the fifth paragraph (Lines 16-19).
What sentence type is the first sentence of the paragraph an example of?

……

6. Give a subordinate clause from lines 20-21.

……

7. What is the word 'However' line 22 an example of?

……

8. Look at the last paragraph (Lines 22-25).

a. Why does the writer use the connective 'while' (Line 22)?

……

b. Give a dependent clause from lines 22-24.

……

LESSON 3 | GENERAL PRACTICE 1 | EXTRACT 2

Read the following extracts and answer the questions.

The Surface Dweller

As I scrambled over the rugged shoreline, narrowly avoiding a nasty gash on my hand from a sharp rock, I couldn't help but doubt my choice of location. The jetty had appeared promising from a distance, but now, perched on these dangerous rocks, I questioned my decision. It seemed impossible to venture any farther out this way, and the thought of retracing my steps crossed my mind.

Just as I contemplated heading back to the beach in search of an alternative spot, my eyes widened with astonishment as I witnessed them. Mermaids. Their presence was nothing short of enchanting, their plump bodies adorned with vibrant rainbow-hued hair intertwined with seashells, coral, and kelp. Against the backdrop of gray rocks, only their brightly colored tails stood out, a mesmerizing contrast.

For months, I had dutifully run errands for the Great Enchanter, in the hopes that he would eventually accept me as his apprentice. Task after task. Promise after promise. Only to share his profound gift. Wisdom. In Klydonia, anyone could aspire to learn the art of magic, but self-taught sorcery was perilous. The risk of spells backfiring, transforming a hopeful sorcerer into a toad or a lump of clay, was ever-present; thus, a mentor was an absolute necessity.

"Halloo!" I called out, my voice echoing across the rocky terrain as I waved in their direction. A few mermaids startled, retreating beneath the safety of the water's surface. Those up the rocks remained; their bodies poised defensively.

"Leave us, surface-dweller! We'll never reveal the whereabouts of our castle or part with our jewels," declared a mermaid with turquoise locks.

"And if you attempt to draw any nearer, we'll drag you into the frigid depths," chimed in another, reclining on her rocky perch.

"I have no interest in your treasures or your kingdom's conquest! I am an apprentice to the Great Enchanter, and I've come to request a vial of your tears. It's for an incredibly important spell," I explained.

"Why should we assist you?" questioned the turquoise-haired mermaid, who had assumed the role of their leader. "We despise the sorcerer. He dispatches his apprentices to hunt us for our scales."

"If you're truly an apprentice, then where are your robes?" inquired a mermaid with lavender hair.

Embarrassment tinged my cheeks, burning hotter than the afternoon sun. "Well, they didn't have robes in my size, for I'm considered too plump," I admitted.

This revelation elicited dismay from the mermaids. "Too plump? But you appear positively undernourished!"

"She'd never survive in our waters with so little blubber."

"Ugh, humans are insufferable."

"I do admire her skin, though. It's such a beautiful shade of brown."

With the mermaids momentarily distracted by their discussion, I seized the opportunity. "So," I began, my lips curving into a sly smile, "perhaps you'd consider giving me some tears in exchange for a story?"

Answer the following questions.

1. Look at the last paragraph (Lines1-5).

a. Identify the main clause of the first sentence in the paragraph.

………

b. What type of sentence is the last sentence in the paragraph (lines 4-5).

………

2. a Give two different connectives in lines 7-8.

………

2.b What effect does the one-word sentence in line 7?

………

3. Look at lines 11-16.

a. Give one connective used to indicate a result.

………

b. How does the writer use sentence structure in lines 12-13 to emphasise the narrators' effort to reach the target? Give two ways

………

………

4. Look at lines 17-19.

a. Identify the type of the first sentence in these lines.

………

b. Give a compound sentence.

………

5. "And if you attempt to draw any nearer, we'll drag you into the frigid depths." (Line 22).

a. This sentence contains two clauses. Identify the type of each clause and write it next to its type

………

………

b. What is the type of this sentence?

………

6. Find a compound sentence in lines 24-26.

………

7. Give one example of a relative clause from lines 27-30.

………

8. Give a connective from lines 33-34 and identify its usage.

………

………

LESSON 3 | GENERAL PRACTICE 2

Combine the following sentences to form a compound one (You can change the order of the sentences).

1. I was tired. I took a nap.

   ……………………………………………………………………………………………………

2. We went to the mall. We didn't enjoy our time.

   ……………………………………………………………………………………………………

3. We cancelled our picnic. It was raining heavily.

   ……………………………………………………………………………………………………

4. There are five kittens in my street. All of them have blue eyes.

   ……………………………………………………………………………………………………

5. We woke up late. We missed the school bus.

   ……………………………………………………………………………………………………

6. Sara doesn't do her home works. Sara doesn't concentrate in the class.

   ……………………………………………………………………………………………………

LESSON 3 | GENERAL PRACTICE 3

Combine the following sentences to form a complex one (You can change the order of the sentences).

1. My friend was crying. She got bad marks.

   ……

2. He practised a lot. He didn't win the math.

   ……

3. I was studying. My brother was playing football.

   ……

4. Raj was at school. His friend arrived at the airport.

   ……

5. I broke my leg. I tried to climb the tree.

   ……

6. I didn't go to school yesterday. We had a sports day.

   ……

LESSON 4

GRAMMAR | DIRECT AND INDIRECT SPEECH

LESSON 4 | DIRECT AND INDIRECT SPEECH

TOPIC 1 | TENSES REVIEW

Let's dive in and refresh our knowledge of verb tenses!

1- Present Simple Tense:

Definition: The present simple tense is used to describe actions that are habitual, generally true, and scheduled future events.

Form: Base form of the verb (e.g., play, eat, go) with 'I, we, they, you'

Or Verb+ s, es, ies with 'he, she, it'.

Example:

- I play football every Sunday.
- Water boils at 100 degrees Celsius.
- The train leaves at 7:00 PM.

2- Present Continuous Tense:

Definition: The present continuous tense is used to describe actions that are happening right now or are in progress.

Form: Subject + "am/is/are" + verb + "-ing"

Example:

- I am playing tennis now.
- He is eating his sandwich.
- They are shouting loudly.

3- Present Perfect Tense:

Definition: The present perfect tense is used to talk about actions that started in the past and have a connection to the present.

Form: Subject + "have/has" + past participle of the verb

Example:

- I have finished my homework.
- She has lived here for 10 years.

4- Past Simple Tense:

Definition: The past simple tense is used to talk about actions that happened and were completed in the past.

Form: Regular verbs add "-ed" to the base form, while irregular verbs have specific past tense forms.

Example:

- I played soccer with my friends yesterday.
- We ate pizza last night.

5- Past Continuous Tense:

Definition: The past continuous tense is used to describe actions that were in progress at a specific time or over a period in the past.

Form: "Was/were" + verb + "-ing".

Example:

- He was playing the piano when I entered the room.
- I was doing my homework yesterday at 7.

6- Future Simple Tense:

Definition: The future simple tense is used to describe actions that will happen in the future.

Form: "Will" + base form of the verb.

Example:

- I will finish my work tomorrow.
- The students will finish their exams next week.

PRACTICE TIME

In each of the following sentences, use to correct form of the verb(s) in brackets to fill in the gaps.

1. Yesterday, we ………………………… (not go) to the park because we were tired.
2. I ………………………… (not see) Sara since 1996.
3. Look! A flock of birds …………………………(fly) up in the sky.
4. She always ………………………… (submit) her homework on time.
5. They ………………………… (not play) football at the weekends.
6. We …………………………(do) our homework when mum …………………………(call) us.
7. She never …………………………(stay up) late.
8. Why ………………………… (she / give) you this pen yesterday?
9. Where …………………………usually (you / spend) your summer vacation?
10. She …………………………(not arrive) yet.

LESSON 4 | DIRECT AND INDIRECT SPEECH

TOPIC 2 | DIRECT AND INDIRECT SPEECH

Direct speech refers to the exact words spoken by someone. It is presented within quotation marks.

Indirect speech (reported speech) refers to the transformation of someone's original words or thoughts into a different form of expression. It is the form we use to retell what someone has said without using quotation marks.

In the direct speech, we capture the original speaker's words, tense, and pronouns. Quotation marks must be used to include the speaker's exact words within them.

Example:

- She said, “We attended a party yesterday.”
- “I will leave my bags next to you. Keep an eye on them,” he said.

In the reported speech (also known as indirect speech), we report or relay someone else's words or thoughts. Instead of using quotation marks, reported speech typically employs reporting verbs, tense changes, and pronoun alterations to convey the original message indirectly.

Example:

- She said that they had attended a party the day before.
- He said that he would leave his bags next to me and asked me to keep an eye on them.

How to Change from Direct into Indirect Speech

Changing direct speech into indirect requires the application of some changes regarding the tenses, the pronouns, and adverbs of time and place. The changes are applied on both statements and questions.

General Changes:

- Tenses

When the direct quotations are introduced with a past tense verb like "said, exclaimed…", we have to apply a 'backshift' on the tense of the verb: a tense which is 'further back' in the past. The table below illustrates the tense changes:

Direct Speech	Indirect Speech
Present simple tense	Past simple tense
Present continuous tense	Past continuous tense
Present perfect tense	Past perfect tense
Present perfect continuous tense	Past perfect continuous tense
Past simple tense	Past perfect tense
Past continuous tense	Past perfect continuous tense
will	would
can	could
shall	should
May	might
must	had to

Example:

Direct speech: He said, "The noise in the club is irritating."

Indirect (reported) speech: He said that the noise in the club *was* irritating.

Direct speech: "I am working on the project," Sara said to her mother.

Indirect (reported) speech: Sara *told* her mother that she *was working* on the project.

Notice that '*said to*' was changed into '*told.*'

Notice that if what the speaker has said is still true (a habit or a general truth), or the verb introducing the direct quotation is in the present simple form (say, says), we do not apply a 'backshift' on the tense of the verb.

Example:
Direct speech: She said, "I don't sleep early. Night is my relaxation time."
Indirect (reported) speech: She said that she doesn't sleep early and that night is her relaxation time.

General Changes:

- pronouns

The pronouns should be modified to reflect the change in perspective.

Example:

Direct speech: My sister said, “I will give you my new phone.”

Indirect (reported) speech: My sister said that *she* would give *me her* new phone.

Direct speech: “We cancelled our plans because of the bad weather,” Lara said.

Indirect (reported) speech: Lara said that *they* had cancelled *their* plans because of the bad weather.

- Demonstratives and adverbs of time and place.

The table below illustrates some of the common changes.

Direct Speech	Indirect Speech
This	That
These	Those
Here	There
Now	Then
Yesterday	The day before
Last week / year…	The week / year before
Tomorrow	The next / following day
Tonight	That night
Ago	Before
Last night	The previous night

Example:

Direct speech: “I ate at this restaurant yesterday,” he said.

Indirect (reported) speech: He said that he had eaten at that restaurant the day before.

General Changes:

- Questions and orders (commands)

When changing a (WH) question from direct into indirect, we follow the following steps:

- Use an appropriate reporting verb such as asked, inquired, wondered, etc.
- Invert the subject and the auxiliary verb (change the question into a statement).
- Replace question marks with a period.
- Remove the quotation marks.
- Apply the changes on verb tenses, pronouns, and time and place adverbs.

Example:

Direct speech: "Where are you going?" she asked.
Indirect speech: She asked where I was going.

The same steps go for yes / no questions, but we Introduce the reported speech with the reporting verb followed by if or whether.

Example:

Direct speech: "Are you coming to the party?" she asked.
Indirect speech: She asked if I was coming to the party.

As for Changing commands from direct to indirect speech:

- Use an appropriate reporting verb such as ordered, commanded, requested, etc.
- Change the verb form to an appropriate reporting verb (e.g., ask, tell) followed by an infinitive (to + base form of the verb).
- Remove the quotation marks.

Example:

Direct speech: "Clean your room," he said.
Indirect speech: He told me to clean my room.

Remember:

1- Speech marks (“ “) must be used to enclose the direct quotations.
2- We use commas to introduce a direct quotation and also to indicate where the direct speech has stopped (Check the use of commas in the punctuation part).
3- Direct quotations can end with a comma, an exclamation mark or a period, depending on the content of the quotation and whether it is followed by a tagline or not.
Examples:

- "She said, 'Hello.”
- "He exclaimed, 'Wow!”
- She replied, 'I'll be there.”

PRACTICE TIME | PRACTICE 1

1- Determine whether the following sentences are direct (D) or indirect

1. "What did you have for breakfast?" mom asked. ....

2. Sarah suggested, "Let's go for a bike ride." ....

3. Alice apologized, saying she had forgotten to bring your book. ....

4. Mark asked, "Have you seen my keys?" ....

5. Jane requested if you could pass her the salt. ....

6. Mom inquired how your day at school had been. ....

7. The teacher asked, "Who can solve this math problem?" ....

8. The teacher asked why you didn't finish your homework. ....

9. The coach exclaimed with joy that they had won the championship. ....

10. "Could you please clean your room?" requested Dad. ....

11. Dad suggested, "Let's have pizza for dinner." ....

12. Timmy said that he wanted to be an astronaut when he grew up. ....

13. The principal asked why you had painted the wall without permission. ....

14. Emily excitedly said that she couldn't wait for summer vacation. ....

15. My cousin told me to stop making noise. ....

16. “Finish your homework before you go to the club,” dad said. ....

17. She asked me not to tell anyone about what had happened. ....

18. They wondered why I had refused the offer. ....

19. “No one can replace you in my heart,” she said. ....

20. She wondered whether she was the only one who didn’t understand the joke. ....

PRACTICE TIME | PRACTICE 2 | EXTRACT 1

Read the following extracts and answer the questions.

“As Emily's eyelids fluttered open, she gasped, her heart pounding in her chest. Beads of sweat dripped down her forehead as she realized she had just woken up from a nightmare. She whispered to herself, wondering what the terrifying dream had been about.

As she sat up in bed, trying to shake off the lingering fear, she noticed something peculiar. She exclaimed in disbelief, "What's happened to my room? The walls are painted a vibrant shade of purple, and my bed has turned into a fluffy cloud!" she questioned aloud. She wondered if she was still trapped in a dream.

Just then, her favourite teddy bear, Mr. Cuddles, sprang to life and began to speak. He cheerfully greeted her, saying, "Good morning, Emily!" Her eyes widened in astonishment as she heard her stuffed animal addressing her. She stammered in confusion, "Am I going crazy? How can you talk?" Emily desperately pinched herself, hoping to wake up from this strange reality. The sharp pain confirmed that she was, indeed, wide awake in this bizarre, magical world.”

Answer the following questions.

1. Give one example of reported speech from the first paragraph.

……

2. Look at the second paragraph.

a. Give one example of direct speech.

……

b. Give one example of reported speech.

……

3. Look at the third paragraph.

What type of speech has the writer used in Emily’s and Mr. Cuddles’ sentences?

……

PRACTICE TIME | PRACTICE 2 | EXTRACT 2

Read the following extracts and answer the questions.

“The enchanted forest! A magical realm filled with shimmering trees, talking animals, and sparkling waterfalls. Visitors can explore this mystical land at the newly opened Enchanted Forest Park in the heart of Everland City. The park, unveiled on a sunny morning in May, transports you to a world where fantasy becomes reality. As I ventured into the park, I encountered a wise old owl perched on a branch. It hooted and said, "Welcome, traveller. Prepare to be mesmerized by the wonders of this enchanted realm."

The park's curator, Ms. Willow, shared her thoughts on the magical creatures inhabiting the forest. "These mystical beings," she said, "are guardians of the forest, protecting its secrets and ensuring harmony." She emphasized that the forest's magical power lies in its ability to awaken our sense of wonder and ignite our imaginations. "The power of this realm," Ms. Willow added, "is not to be underestimated, for it can change your perspective towards life."

As I strolled deeper into the enchanted forest, I stumbled upon a group of mischievous fairies. They were giggling and whispering among themselves, casting spells and creating colourful trails of light. One of them, named Pixie, approached me and exclaimed, "Oh, human! Join us in our magical revelry! Let your heart dance with joy!" Curious about my presence in the forest, she asked why I was wandering alone and if I desired company. Expressing my gratitude, I thanked her but mentioned that there are moments when one appreciates being alone with their thoughts.

I continued my journey and reached a serene clearing, where a majestic unicorn grazed peacefully. Its horn glimmered in the sunlight as it spoke in a soft, gentle voice. "Greetings, mortal. Seek the wisdom hidden within nature's embrace, and you will find enlightenment."

Leaving the enchanted forest behind, I marvelled at the experiences I had encountered. The park truly brought fairy tales to life. I couldn't wait to share my enchanting adventure with others and inspire them to believe in the magic that resides within their hearts.”

Answer the following questions.

1. Look at the first paragraph.

What type of speech has the old owl used.

……

2. Look at the second paragraph.

a. Give one example of direct speech.

……

b. Give one example of reported speech.

……

3. Look at the third paragraph.

One of the fairies had a conversation with the adventurer.

Identify the *two* types of speech used to convey this conversation supporting each with a quotation from the paragraph.

Speech type 1:

………

Quotation 1:

………

Speech type 2:

………

Quotation 2:

………

4. Look at the fourth paragraph.

"Greetings, mortal. Seek the wisdom hidden within nature's embrace, and you will find enlightenment."

The majestic unicorn addressed the adventurer directly. Fill in the gaps in the following sentence to convey the unicorn's speech in an indirect way.

The majestic unicorn greeted the adventurer and (1) ………………………… (2) ………………………… to seek the wisdom hidden within nature's embrace assuring that (3) ………………………… (4) ………………………… find enlightenment.

PRACTICE TIME | PRACTICE 3

Choose the correct word / words from the brackets to complete the sentences in reported speech.

1. Direct Speech: "I am going to the park," said Sarah.

Reported Speech: Sarah said that she (was-is- were) going to the park.

2. Direct Speech: "We have finished our homework," the students said.

Reported Speech: The students said that they (has-have-had) finished their homework.

3. Direct Speech: "I will help you with the project," Tom told his friend.

Reported Speech: Tom told his friend that he (will-would- shall) help with the project.

4. Direct Speech: "These books are very interesting," Anna remarked.

Reported Speech: Anna remarked that (those-these-this) books were very interesting.

5. Direct Speech: "I can solve the problem," John said.

Reported Speech: John said that he (can-could-may) solve the problem.

6. Direct Speech: "We are watching a movie now," they said.
Reported Speech: They said that they (were-are-was) watching a movie (then- now- later).

7. Direct Speech: "You should listen to your teacher," Mom advised.
Reported Speech: Mom advised that I (should-must-might) listen to my teacher.

8. Direct Speech: "I bought a new dress yesterday," she said.
Reported Speech: She said that she (has-had- have) bought a new dress (yesterday- today- the day before).

9. Direct Speech: "We will meet you here," they promised.
Reported Speech: They promised that they (will-would-might) meet me (there- here- this place).

10. Direct Speech: "I don't know the answer," he admitted.
Reported Speech: He admitted that he (don't-didn't-wouldn't) know the answer.

PRACTICE TIME | PRACTICE 4

Change the following direct sentences into indirect (reported) ones.

1. "I'm going to visit my grandparents next weekend," mentioned Sophie.

………

2. "The majestic waterfall is cascading down the rocks now, creating a wonderful sight," said Alex with voice filled with awe.

………

3. "Don't touch that mysterious box," warned the old man with a stern expression.

………

4. "Where did you find that treasure map?" asked Peter with curiosity.

………

5. "Why are you always late for class?" scolded Mrs. Johnson, her voice filled with anger.

………

6. "Let's solve this puzzle together," suggested Lily, excitement gleaming in her eyes.

………

7. “We were about to leave the house yesterday when we saw something strange in the backyard,” Nancy recalled.

………

8. “I don't intend to apply for this job. I have already received a good offer,” Alex said.

………

9. “Does she usually sleep that early?” inquired Meggie.

……

10. “Why don’t we go to the beach and enjoy this blazing sun?” said Rayan.

……

11. “We were planning to finish the project before travelling, but things didn’t go the way we want,” Feby mentioned.

……

12. "I will go to the mall tomorrow and buy mum the dress she saw yesterday,” my sister said.

……

13. "I saw a shooting star last night!” Tom exclaimed.

……

PRACTICE TIME | PRACTICE 5

Choose the correct form of the direct or reported speech to fill in the gaps in the following paragraphs.

Yesterday, Sam told his friend that he ……..(1)……. (am going-was going-is going) to the park after school. Later, he explained to his mom that he ……..(2)……. (was going -am going-is going) to the park after school. When Sam met Anna at school, she asked him, ……..(3)……. (are-if-did) he was going to the park. Sam replied that he ……..(4)……. (would come-will come-is coming) to the park. After their conversation, Anna said, “……..(5)……. (I will bring-She would bring-She brought) my new soccer ball." Sam told her that he ……..(6)……. (would bring - will bring-is bringing) his too.

On their way, Sam’s brother asked, "……..(7)……. (Can I come-Could I come-If he could come) with you to the park?" Sam said that he ……..(8)……. (could come - can come-was coming) with them. When they arrived, their friend Lucy exclaimed, "I have been waiting for you!" Sam mentioned that Lucy ……..(9)……. (had been waiting-has been waiting-was waiting) for them. Later, Sam's sister called and asked, "Did you finish your homework before going to the park?" Sam assured her that he ……..(10)……. (had finished- has finished-finished) his homework. Before leaving the park, Sam reminded everyone, "We should head home soon."

LESSON 5

GRAMMAR | LANGUAGE REGISTER

LESSON 5 | LANGUAGE REGISTER

TOPIC 1 | FORMAL AND INFORMAL LANGUAGE

when we communicate with people, we don't always use the same kind of language. Sometimes, we use formal language, which is like putting on our best manners and speaking politely in serious situations. We use it when we write important letters, give speeches, or in job interviews.

On the other hand, there's the informal language, which is like chatting with friends and family in a relaxed way. We use it when we text our buddies, have fun conversations, or when we're just being ourselves.

Formal Language

Definition: Formal language is a way of speaking or writing that is polite, proper, and used in serious or important situations. It follows the conventions of standard English and its strict grammar rules. It is often used when talking to adults, teachers, or in professional settings.

Characteristics of Formal Language:

1- Politeness: Formal language is always polite and respectful. When you use it, you show respect to the person you're talking to.

Example:

- Instead of saying, "Hey, give me that," you might say, "Excuse me, could you please pass me that book?"
- When someone helps you, you can say, "Thank you very much for your assistance."

2- Proper Grammar: In formal language, we use proper grammar and complete sentences.

Example:

- This sentence ‘Feel little troubles are on its way’ does not follow the conventions of standard English and its grammatical rules: It lacks the subject, the quantifier should be ‘few’, ‘its’ should agree with the noun and should be ‘their’.

The formal sentence according to grammar rules should be: ‘I feel few troubles are on their way.”

3-No Contractions or abbreviations: We say complete words and avoid using abbreviations or contractions.

Example:

- we say "cannot" instead of "can't."
- We would write "Thank you" in a formal message instead of texting "Thx" (abbreviated for thanks),
- We might say, "I will call you as soon as I can instead of saying "I'll call you ASAP" (ASAP means as soon as possible).

4- Formal Vocabulary: The vocabulary used in formal language should be advanced one, avoiding slang.

Example:

- We say it was a 'great performance' instead of saying 'It was a cool show."

5- Numbers: We tend to write numbers less than 10 in letters rather than in numerical form.

Example: We spent seven hours in the airport.

Informal Language

Definition: Informal language is a way of speaking or writing that is relaxed, casual, and used with friends, family, or in everyday conversations. It's more relaxed and doesn't follow strict rules.

Characteristics of Informal Language:

1- Casual: Informal language is relaxed, chatty and casual. It's like how we talk to our friends and family when we're comfortable. The vocabulary is that commonly used in the daily conversation.

2- Colloquial Language: Includes slang, idioms, and phrases that are commonly used in everyday speech.

Example:

- "cool" instead of "good."
- 'Buddies' instead of 'friends.'

3- Use of Contractions and Abbreviations: We can freely use contracted forms and abbreviated ones in an informal register

Example:

- Using 'I'll' instead of 'I will'.
- Using 'Thx' instead of 'Thanks'.

4- Informal Punctuation: using exclamation marks and ellipsis (…)

5- Use of numerical numbers: Numbers can be written in numeri (1,2, etc…).

Non-Standard English

Non-standard English is a more informal style where abbreviations and slang may be used on wider range and the conventions of English are not strictly followed.

Features of non-standard English:

1. Non-Standard spellings (Phonetic spelling): Words might be spelled phonetically, reflecting the way they sound in informal speech. This means that we see words misspelled in the text and written according to how they are pronounced.

Example: 'da' instead of 'the' , 'cuz' instead of 'because'.

2. Mis-Used grammar: The grammar in non-standard English is not followed concisely. For example, you can find missed pronouns, disagreement between the subject and verb, adjectives used where adverbs are required, missing pronouns, wrong question structure…etc.

Example:

- 'We was there' instead of 'We were there'
- 'I ain't done nothing' instead of 'I haven't done anything.'

3. Elision (Omission): elision refers to the omission or contraction of sounds, syllables, or letters in spoken or written language. In non-standard written English, elision is often used to replicate the way words are pronounced in informal speech. This can result in a more relaxed and conversational tone. Here are some examples:

Example:

- I really don' care. (The 't' of don't is omitted)
- Did nothing today; just went to the store. (Dropped pronouns 'I, he…')

Conversion List

Informal	Formal
Start	Commence
End	Conclude
Give	Provide
Help	Assist
Ask	Inquire
Need	Require
Get	Obtain
Buy	Purchase
Tell	Inform
Fix	Repair
Job	Occupation
Thing	Object
Idea	Concept
Place	Location
Goal	Objective
Happy	Delighted
Sad	Mournful
Big	Large
Small	Compact
Tired	Exhausted
Quickly	Promptly
Slowly	Gradually
Really	Indeed
Maybe	Perhaps
Always	Consistently
Reply	Response
like	Admire / appreciate

TOPIC 2 | PRACTICE TIME | PRACTICE 1

Underline whether the following sentences are formal or informal and point out the reason for your choice. The first one has been done for you.

1. "Hello, Mrs. Johnson, may I ask for your help with a question?"

   [✓ Formal] / Informal
   Reason: This is formal because it uses polite language and addresses someone with their title and last name.

2. "I am excited to attend the school assembly tomorrow."

   Formal / Informal

   Reason: ………

   ……

3 "Hey, can you help me out with this, please?"

   Formal / Informal

   Reason: ………

   ……

4 "Hi, can we go on a trip, please?"

   Formal / Informal

   Reason: ………

   ……

5. "Dear Principal Smith, I am writing to request permission for a field trip."

Formal / Informal

Reason: ……………………………………………………………………………………………

……………………………………………………………………………………………………

6. "Let's meet at the library at 3:00, okay?"

Formal / Informal

Reason: ……………………………………………………………………………………………

……………………………………………………………………………………………………

7. "Thank you for your assistance during the project."

Formal / Informal

Reason: ……………………………………………………………………………………………

……………………………………………………………………………………………………

8 "Hey, can I go to the bathroom?"

Formal / Informal

Reason: ……………………………………………………………………………………………

……………………………………………………………………………………………………

9. "It has come to my attention that there is a problem we need to discuss."

Formal / Informal

Reason: ………

……

10. "I haven't seen the movie yet."

Formal / Informal

Reason: ………

……

TOPIC 2 | PRACTICE TIME | PRACTICE 2

Change the following sentences from informal into formal.

1. Can you start the meeting?

……

2. We need to get more information.

……

3 She will help us with the project.

……

4 I need to ask you a question.

……

5 They gave me the book yesterday.

……

6. Can you fix my bike?

....

7. We will end the discussion at 4 PM.

....

8. He told me about the event.

....

9. She bought a new dress.

....

10. We need to buy some groceries.

....

LESSON 6

PUNCTUATION | PUNCTUATION MARKS

LESSON 6 | PUNCTUATION MARKS

TOPIC 1 | APOSTROPHES (')

Apostrophes are punctuation marks that might look tiny, but they have a big job to do in the world of writing. They help us show **ownership** and make **contractions**.

Usages of the Apostrophes

1. Showing Ownership or Possession:

When we use an apostrophe to show ownership or possession, it tells us that something belongs to someone or something else. Here's how we do it:

- If something belongs to one person or thing, we add an apostrophe and an 's' to their name.

Example 1: The dog's bone is buried in the garden. (The bone belongs to the dog.)
Example 2: Emily's bike is red. (The bike belongs to Emily.)

- If something belongs to more than one person or thing, we add an apostrophe after the 's.'

Example 1: The teachers' lounge is where the teachers have their breaks. (The lounge belongs to multiple teachers.)
Example 2: The birds' nests are in the trees. (The nests belong to many birds.)

2. Making Contractions:

Contractions are shorter ways to write two words combined. We use an apostrophe to replace the missing letters. Here are some common contractions:

- Can't: Instead of writing "cannot," we use an apostrophe to show that we've left out the 'no.'

Example 1: I can't wait to see my friends. (I cannot wait…)

- Don't: Instead of writing "do not," we use an apostrophe to show that we've left out the 'o.'

Example 2: Please don't forget your homework. (Please do not forget…)

- I'm: Instead of writing "I am," we use an apostrophe to show that we've left out the 'a.'

Example 3: I'm going to the park. (I am going...)

- It's: Instead of writing "it is" or "it has," we use an apostrophe to show that we've left out the 'i' or 'ha.'

Example 4: It's raining outside. (It is raining...)

Remember:

Don't confuse "its" with "it's." "Its" without an apostrophe shows possession, like "The cat licked its paw."

PRACTICE TIME | PRACTICE 1

Identify why apostrophes are used in the following sentences.

1. It's a sunny day, and the birds' nests are in the trees.

   It's: ……………………………………………………………………………………………………

   birds' ……………………………………………………………………………………………………

2. The dog's tail wagged happily as it chased its ball.

   dog's: ……………………………………………………………………………………………………

3. The twins' birthday party is tomorrow, and they're excited.

   twins': ……………………………………………………………………………………………………

   they're: ……………………………………………………………………………………………………

4. The wizard's hat was filled with magical surprises, and it's his favorite.

   wizard's: ……………………………………………………………………………………………………

   it's: ……………………………………………………………………………………………………

5. The students hadn't studied for the surprise quiz.

hadn't: ……………………………………………………………………………………………………

6. She's got beautiful blue eyes.

She's: ……………………………………………………………………………………………………

7. The kids' toys were collected in a big box.

kids': ……………………………………………………………………………………………………

8. The children's laughter filled the playground, and they're having a great time.

children's: ……………………………………………………………………………………………

they're: ………………………………………………………………………………………………

9. The snowman's carrot nose is perfect, and that's why we used it.

snowman's: ……………………………………………………………………………………………

that's: …………………………………………………………………………………………………

PRACTICE TIME | PRACTICE 2

Add apostrophes where needed in the following sentences.

1. The teachers book was left on the desk; he forgot it.
   ....
2. It wasnt a good idea to go outside without a coat.
   ....
3. Sarahs dog loves to play in the park.
   ....
4. We couldnt find Johns keys anywhere.
   ....
5. The cats whiskers were very long.
   ....
6. Theyre planning a surprise party for their friend.
   ....
7. The childrens toys were scattered all over the room.
   ....
8. Im going to visit my grandparents this weekend.
   ....
9. Jacks bicycle is parked outside.
   ....
10. The books pages were torn and worn out.
    ....
11. The boys jackets and the girls hats are in the closets.
    ....
12. We havent seen Mikes or Kates homework yet.
    ....
13. The babys bottle and the toddlers toy are on the table.
    ....
14. Shell bring Johns and Marys lunch tomorrow.
    ....
15. The birds nest and the squirrels food were in the trees.
    ....

LESSON 6 | PUNCTUATION MARKS

TOPIC 2 | COMMAS (,)

A comma is a punctuation mark that is used to indicate a short pause in a sentence. It is one of the most commonly used punctuation marks in English writing. Commas have several functions in sentence structure and help clarify the meaning and structure of a sentence.

Commas Usages

1- To Separate Items in a List:

Example:

- I like to eat apples, bananas, and grapes.

Without commas, it would be confusing: "I like to eat apples bananas and grapes."

2- To Separate Adjectives:

When you use more than one adjective to describe something, put a comma between them.

Example:

- The big, fluffy dog chased its tail.

The comma here helps us understand there are two adjectives describing the dog.

3- To Separate Introductory Words and Phrases:

Commas are used after words or phrases that come at the beginning of a sentence to give extra information.

Examples:

- Yesterday, I went to the park.
- In the morning, I eat cereal.

4-To Separate clauses:

When you join two clauses to form one sentence (whether these clauses are dependent or independent) with connectives / conjunctions like 'and,' 'but,' 'so,' or 'because,' we usually need a comma before these words.

Examples:

- I wanted to go to the park, but it started raining.
- Although it was raining, we went to the park.

The comma helps show where the first part of the sentence ends and the second part begins.

5- To Set Off Direct Speech:

Commas are used to separate what someone says from the rest of the sentence.

Examples:

- Mom said, "It's time for dinner."
- “We need some rest,” Sara said.

The comma helps us see where the talking starts and ends.

6- To add Extra Information:

Examples:

- My dog, a fluffy golden retriever, loves to play fetch.

In this sentence, "a fluffy golden retriever" gives us extra details about "my dog." Commas help us see where the extra information begins and ends.

7- Using Commas for Dates:

Examples:

- We went on a field trip on May 15, 2023.

The comma after "15" helps us see the day, month, and year clearly. It's like a mini calendar in our sentence!

PRACTICE TIME | PRACTICE 1

Identify why commas are used in each of the following sentences.

1. The brave knight, Sir Arthur, rode into the enchanted forest to rescue the captured princess

   ……………………………………………………………………………………………………

2. After school, I enjoy playing my favorite sport.

   ……………………………………………………………………………………………………

3. The colorful, fluttering butterflies danced gracefully among the blooming flowers.

   ……………………………………………………………………………………………………

4. We roasted marshmallows, told ghost stories, and stargazed in the camping trip.

   ……………………………………………………………………………………………………

5. Before I go to school, I give mum a hug.

   ……………………………………………………………………………………………………

6. Mum said, “We need to hurry to catch the train.”

   ……………………………………………………………………………………………………

7. Lily, who is the same age as me, travelled alone to Spain.

   ……………………………………………………………………………………………………

8. Grey, purple, blue, and black are my favourite colours.

………

9. To make pizza, we need to buy many items from the supermarket.

………

10. "I don't want to go the park today," Adam said.

………

PRACTICE TIME | PRACTICE 2

Insert commas where necessary in the following sentences.

1. In English class we read Old Man and the Sea The Pearl and Romeo and Juliet.

………

2. Charles Dickens the famous writer wrote A Tale of Two Cities.

………

3. After the fire burned out I hurried inside the house.

………

4. Sara I would like you to meet my mother and father.

………

5. The big grey dog didn’t make us sleep all night.

………

6. Despite their strong relation she can’t pour out what she feels.

………

7. The three-pound bass which was the biggest fish I ever caught tasted delicious.

………

8. In fact man has gone far toward destroying all members of the animal kingdom including himself.

………

9. My English teacher is so strict! At the beginning of the quarter she said “If you miss three classes you will get an F.”

………

10. The show was so remarkable and we all enjoyed it.

………

11. She was starving yet she didn’t want to eat in order not to gain weight.

………

12. “Miami University is a great school but I wish Oxford was a bigger town! On the weekends there is nothing to do” my sister said.

………

LESSON 6 | PUNCTUATION MARKS

TOPIC 3 | COLONS (:)

Colons (:) are punctuation marks often used in writing to introduce or emphasize information. They provide a useful tool for organizing ideas, signaling a forthcoming list, elaborating on a statement, or indicating a direct quotation.

Colons Usages

1- To introduce a list: colons can be used to introduce a list of items.

Example:

- I need to buy several items from the grocery store: eggs, milk, bread, and fresh vegetables.

Notice that colons should follow an independent clause that can stand on its own as a complete sentence.

2- To introduce a quotation: When quoting someone or something, a colon can be used to introduce the quote.

Example:

- As Albert Einstein once said: "Imagination is more important than knowledge."

3- To introduce an explanation or elaboration (add extra information): A colon can be used to introduce an explanation or elaboration on a previous statement.

Example:

- She had one goal in mind: to win the marathon

4- To separate hours and minutes in time: A colon is commonly used to separate hours and minutes in time.

Example:

- The meeting is at 3:30 PM.

5- To introduce a subtitle or a description that follows a title:

Example:

- "The Catcher in the Rye: A Novel" (subtitle)
- "The Great Gatsby: A Tale of Jazz Age New York" (description)
- "The Elements of Style: The Classic Writing Style Guide" (subtitle)

PRACTICE TIME

Identify why colons are used in each of the following sentences.

1. She picked up the latest bestseller and read aloud: “The Secret Life of Bees.”

……………………………………………………………………………………………………

2. The famous line from Shakespeare's Hamlet rang in my ears: "To be, or not to be: that is the question."

……………………………………………………………………………………………………

3. The question remained unanswered: who would be the next leader of the organization?

……………………………………………………………………………………………………

4. The project required careful planning: gathering data, analyzing results, and formulating conclusions.

……………………………………………………………………………………………………

5. The clock struck twelve, and she remembered the deadline: "I must submit my report by midnight."

……………………………………………………………………………………………………

6. The mission was simple yet daunting: to explore uncharted territories and uncover hidden treasures.

……………………………………………………………………………………………………

7. The bookshelf was filled with a variety of genres: thrillers, biographies, fantasy, and self-help.

……………………………………………………………………………………………………

8. The concert was a sensory explosion: bright lights, booming music, and ecstatic cheers.

……………………………………………………………………………………………………

LESSON 6 | PUNCTUATION MARKS

TOPIC 4 | DASHES (—)

A DASH is a punctuation mark that looks like a long horizontal line (—). Dashes are like a spotlight in your writing, shining on the words or ideas you want to make extra important or impressive.

Dashes Usages

Dashes are used in writing to add emphasis, set off additional information, or create a pause in a sentence to create suspense, tension or for dramatic effect. Dashes are like little breaks in a sentence that help make our writing more interesting and clearer.

Usage:

1- Emphasis: Dashes are used to make something stand out or become more important in a sentence.

Example:

- The cake was delicious—but the cookies were even better.

The dash makes you pay more attention to how amazing the cookies were.

- The detective was smart—and he always found the answers.

In this sentence, the dash makes the word "smart" stand out. It emphasizes how incredibly intelligent the detective is and makes it clear to the reader that this is a crucial trait of the character.

Parenthetical Information: Dashes can set off extra or non-essential information in a sentence. It's like a little side note.

2- Parenthetical Information: Dashes can set off extra or non-essential information in a sentence. It's like a little side note.

Example:

- My best friend—whose name is Sarah—came to my birthday party.

The part between the dashes is extra info about your best friend.

- The movie—my favorite one—was on TV last night.

The dashes here make the information between them stand out and spotlight them, emphasising the value of this movie for the speaker.

3- Interrupted Speech: Dashes show when someone's speech or thought gets suddenly interrupted.

Example:

- I was going to the park when—look!—a rainbow appeared.

The dashes here show that the speaker's thoughts represented in his speech were interrupted for they see something that grab their attention.

- I was just about to leave—oh no!—I forgot my backpack.

The dash shows that something surprising happened in the middle of your sentence.

4- Introducing Lists: Dashes can also introduce a list within a sentence.

Example:

- I need to buy three things at the store—milk, eggs, and bread. The dash helps show that a list is coming up.

5- Create a dramatic pause / Create suspense and tension: A dash can be used to create a dramatic pause, making the reader wait for the next part of the sentence. This builds suspense because it makes the reader wonder what will happen next or what the character will discover.

Example:

- She opened the mysterious box slowly, and inside she found—nothing.

The dash is one of the very effective punctuation marks used to indicate a pause. They can transmit the reader to the scene itself and make them feel the surprise, confusion, hesitation, fear, shock, or any other feeling the speaker is going through. They add to the drama and bring the written words to life.

PRACTICE TIME | PRACTICE 1

Identify why dashes are used in each of the following sentences.

1. The sun was shining brightly—what a perfect day for a picnic!

   ....

2. My friend — who is the best soccer player on our team — scored the winning goal.

   ....

3. “I want to tell you that — never mind.”

   ....

4. The cat—curled up on the cozy couch—purred contentedly.

   ....

5. Our family road trip will take us to many amazing places—New York, the Grand Canyon, and Disneyland.

   ....

6. It’s a fact —Bora Bora is heaven on earth.

   ....

7. The forest was filled with tall, ancient trees—some of them hundreds of years old.

   ....

8. My grandma's chocolate chip cookies—warm and gooey—are the best treat ever.

   ....

9. I had a fantastic time at the amusement park—riding roller coasters, eating cotton candy, and playing games.

....

10. The surprise party for my sister—planned for weeks—was a huge success.

....

11. I am ready to go out — oh, where are my keys?

....

12. The superhero dashed speedily to save the city from danger—his speed was like the thunder's.

....

13. Again, I have to handle things on my own — all alone.

....

PRACTICE TIME | PRACTICE 2

Add dashes where needed in the following sentences.

1. The secret was out everyone knew about the surprise party.

   ……………………………………………………………………………………………………

2. The storm was fierce thunder, lightning, and heavy rain filled the sky.

   ……………………………………………………………………………………………………

3. She had only one thought in her mind winning the race.

   ……………………………………………………………………………………………………

4. The cake was gone and so were all the cookies.

   ……………………………………………………………………………………………………

5. His favourite hobbies painting, cycling, and reading.

   ……………………………………………………………………………………………………

6. The answer was clear she had to tell the truth.

   ……………………………………………………………………………………………………

7. There was only one thing left to do run.

   ……………………………………………………………………………………………………

8. He looked everywhere under the bed, behind the door, and in the closet but couldn't find it.

   ……………………………………………………………………………………………………

9. I know what you're thinking Why did I do that?

   ……………………………………………………………………………………………………

10. The magician pulled out the final trick it was unbelievable.

    ……………………………………………………………………………………………………

LESSON 6 | PUNCTUATION MARKS

TOPIC 5 | EXCLAMATION MARKS (!)

Exclamation marks, also called exclamation points, are punctuation marks used to convey strong emotions, surprise, excitement, or emphasis in writing. They are typically represented by a single symbol (!) at the end of a sentence.

Exclamation Marks Usages

Exclamation marks are used for different purposes:

1- To express strong emotions: Exclamation marks are used at the end of exclamatory sentences that express strong emotions, excitement, surprise, or astonishment.

Example:

- What a beautiful sunset!
- “It was you all this time!”

2- Interjections: Exclamation marks can be used after interjections, which are words or phrases that convey strong emotions or sudden reactions.

Example:

- "Wow! That's amazing!"

3. Commands or Imperatives: When a command or imperative sentence is written with strong emphasis or urgency, an exclamation mark can be used.

Example:

- "Stop! Don't touch that!"

4- To Express strong emphasis: Exclamation marks can be used to emphasize a particular word or phrase within a sentence.

Example:

- I absolutely love it!

5- Sarcasm or Irony: Exclamation marks can be used to convey sarcasm or irony. In such cases, they may indicate that the statement should be understood in a different or opposite way.

Example:

- Oh, great! Another meeting!

PRACTICE TIME

Identify why an exclamation mark is used in each of the following sentences.

1. "Eureka!" cried the scientist as she made the groundbreaking discovery.

   ……………………………………………………………………………………………………

2. Stop! Don't go any further!

   ……………………………………………………………………………………………………

3. Yippee! It's the last day of school before summer vacation!

   ……………………………………………………………………………………………………

4. Oh no! I forgot my lunchbox at home!

   ……………………………………………………………………………………………………

5. Ouch! That bee stung me on my finger!

   ……………………………………………………………………………………………………

6. Be careful! The floor is wet, and you might slip!

……

7. Wow! Look at that beautiful rainbow in the sky!

……

LESSON 6 | PUNCTUATION MARKS

GENERAL PRACTICE | EXTRACT 1

Read the following extract and answer the questions.

Explorer Squad's Cave Expedition: Chronicles of Discovery

Explorer Squad: Cave Chronicles – Day 10

Venturing deep into this mysterious cave is like embarking on an epic quest. My fellow explorers, Lily and Max, and I are on this adventure for the next six months. Success depends on our teamwork. We take turns with tasks, fix anything that breaks, and talk through any challenges we face.

Explorer Squad: Cave Chronicles – Day 37

We've seen so many incredible discoveries as we journey deeper into this cave. Our expedition leaders decide when our day begins. It starts with a cheerful wake-up call echoing through the cave. Then, we carefully rise from our sleeping bags, nestled like ancient fossils. Getting a good night's sleep here is quite an adventure!

Explorer Squad: Cave Chronicles – Day 90

It's official – the cave food has lost its taste! We're tired of the same old meals and the strict mealtime routine we have to follow. But we need to stay strong, so we eat it anyway. Even the chocolate treats taste as plain as rocks now.

Explorer Squad: Cave Chronicles – Day 121

Today's mandatory two-hour exercise session was like climbing a mountain. Staying fit is vital for our mission. But today, it felt like we might stumble! The isolation is starting to get to us. Thankfully, we have some free time later to send messages to our families outside the cave.

Answer the following questions.

1. What is the purpose of the commas (,) in line 2?

……

2. Why commas are used in line 3?

……

3. Look at the second paragraph (Lines 5-8).

Apostrophes are used for two different reasons.

a. Why is an apostrophe used in line 5?

……

b. Why is an apostrophe used in line 8?

……

c. The writer uses punctuation to emaphasise how difficult sleeping in the cave is. Explain how. Give one idea.

……

4. What effect does the dash in line 9 create?

……

5. What is the purpose of the comma (,) in line 10? Tick one box.

to separate clauses in a complex sentence ☐

to separate words or phrases in a list ☐

to separate clauses in a compound sentence ☐

to separate direct speech from a reporting verb ☐

6. Look at the last paragraph (Lines 12-15)

a. Give one example of a comma used to separate an introductory phrase.

……

b. Why does the writer use an exclamation mark?

……

GENERAL PRACTICE | EXTRACT 2

Read the following extract and answer the questions.

"Come on, Mia," encouraged Alex. "Show them what you're made of."

The raucous noise of the stadium engulfed Mia, making it nearly impossible to hear her best friend, Alex. She tried to tune out the thunderous applause and the roar of the crowd, focusing solely on her own determination. Her heart raced inside her chest, threatening to break free. Mia forced herself to concentrate on her legs.

Big mistake!

Her thigh muscles felt as though they were clamped in a vice, burning with intensity.

"Come on, Mia!" Alex's shouts grew more urgent, his voice a lifeline in the chaos.

"What a weakling!" scoffed a voice from the sidelines. "Look at her, sweating bullets. She's barely managed five laps!"

Mia didn't need to glance over to identify the source; it was Chloe.

“I'm not weak,” Mia thought. “I'll prove her wrong! I can do this; I know I can. I just need to push!”

With gritted teeth, Mia willed her legs to move faster, to carry her around the track. It felt like an elephant had settled on her back. Her coach always said she needed to build more muscle, but right now, she felt anything but strong.

"Almost there, Mia. Keep going!" Alex's voice cut through the clamor—a lifeline of encouragement.

She can do it… She can do it…

But she couldn't!

Mia stumbled and collapsed onto the track, her palms stinging from the impact. Pain coursed through her, but it was nothing compared to the disappointment welling up inside. She had failed.

"Oh!" The crowd let out a collective sigh of disappointment, as if Mia had let them down too. She glanced around; some people were leaving, others shaking their heads in disappointment, and others giving her this sympathetic look she has always hated.

"I knew she couldn't finish those laps," Chloe sneered. "Pathetic."

"Cut it out, Chloe," Alex snapped. "Mia's effort was her best."

"Her best isn't much, is it?" Chloe replied. "I could do better in my sleep."

Mia wished Alex would stop defending her. Even though she appreciated it, it only made her feel worse. She caught her breath and pulled herself up, determined to prove everyone wrong.

Answer the following questions.

1. Why speech marks are used in line 1?

....

2. Look at lines 6-9.

Exclamation marks are used three times. Explain their usage in each sentence.

....

....

....

3. What does the apostrophe in line 10 replace?

....

4. What is the usage of the comma in line 12?

....

5. How does the writer use punctuation in lines 17-20 to emphasise Alex's insistence on encouraging Mia? Give two ways.

....

....

6. Identify the comma's usage in line 22.

………

7. Why is an exclamation mark used in line 20? Tick one box.

To show:

fear ☐

uncertainty ☐

confusion ☐

disappointment ☐

8. Why are the commas in lines 25-26 used?

………

9. What is the difference between the apostrophe in line 27 and that in line 28?

………

………

UNIT 2 | VOCABULARY AND LANGUAGE

UNIT 2 OBJECTIVES

READING

5Rv.01 Deduce the meanings of unfamiliar words, including using context and knowledge of root words, prefixes and suffixes.

5Rv.02 Explore common idiomatic phrases and their meanings.

*5Rv.03 Identify and record interesting and significant words, and synonyms, from texts to inform own writing.

5Rv.04 Locate words efficiently in alphabetically organised lists.

5Rv.05 Comment on a writer's choice of language, including how it conveys feeling and mood.

5Rv.06 Identify figurative language in texts, including metaphors and personification.

*5Rv.07 Begin to explain how figurative language creates imagery in texts and takes understanding beyond the literal.

WRITING

*5Wv.01 Use specialised vocabulary accurately to match a familiar topic.

5Wv.02 Explore synonyms and words conveying shades of meaning, and use them accurately in own writing.

5Wv.03 Choose and use words and phrases carefully to convey feeling and mood.

*5Wv.04 Begin to use figurative language to evoke an imaginative response from the reader.

*5Wv.05 Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

LESSON 1

VOCABULARY | VOCABULARY

LESSON 1 | VOCABULARY

TOPIC 1 | PREFIXES AND SUFFIXES

Prefixes and suffixes are small but mighty word parts can greatly enhance our understanding of language. They can change the **meaning** and **function** of a word, allowing us to expand our vocabulary and communicate more effectively.

What is a Prefix?

A prefix is a word part that is added to the beginning of a base word to create a new word with a different meaning.

Prefixes in English often have Latin, Greek, French, and German origins.

The following is a list of the commonly used prefixes and their meaning:

- "Un-" (meaning "not" or "opposite"): unhappy, unfair, unkind.
- "Pre-" (meaning "before" or "prior to"): preview, prehistoric, prearrange.
- "Mis-" (meaning "wrong" or "incorrectly"): misunderstand, misbehave, mistake.
- "Anti-" (meaning "against" or "opposite"): antifreeze, antibiotic, anti-inflammatory.
- "Sym-/Syn-" (meaning "together" or "with"): symphony, synchronize, synthesis.
- "Hypo-" (meaning "under" or "less than"): hypothermia, hypodermic, hypothesis.
- "De-" (meaning "down" or "removal"): descend, deflate, decode.
- "Re-" (meaning "again" or "back"): rebuild, renew, revisit.
- "Dis-" (meaning "not" or "opposite"): disconnect, disagree, disapprove.
- "Un-" (meaning "not" or "reverse"): undo, unlock, untie.
- "Fore-" (meaning "before" or "in front of"): forecast, forehead, foreground.
- "Over-" (meaning "above" or "excessive"): overcome, overlook, overload.
- “post- (meaning “after”): post-graduate, postpone

Notice that some prefixes have multiple meanings according to the context. For example ‘para-‘ can mean “along side of” or ‘beyond’ or ‘apart from, etc.

Example sentences:

- Despite the rain, they had an unforgettable and enjoyable picnic.
- She decided to prearrange the meeting to ensure everyone's availability.
- Sarah realized she made a mistake and apologized for her misjudgment.
- He took an anti-inflammatory medication to relieve the swelling and pain.
- The dancers synchronized their movements to create a visually stunning performance.
- He used a pin to deflate the balloon after the party was over.
- Sarah asked her sister to untie the knot in her shoelaces.
- Once she saw her old classmates, she recollected all her childhood memories.

What is a Suffix?

A suffix is a word part that is added to the end of a base word to create a new word with a different meaning or function.

Suffixes can change the part of speech of a word, such as turning a noun into an adjective or a verb into a noun.

Suffixes in English also have diverse origins, including Latin, Greek, French, and Germanic languages.

The following is a list of the commonly used suffixes and their meaning:

- -tion" (meaning "act or state of"): communication, exploration, celebration.
- "-ity" (meaning "state or quality"): integrity, diversity, prosperity.
- "-ment" (meaning "result or product of"): development, improvement, excitement.
- "-logy" (meaning "study of" or "science of"): biology, geology, psychology.
- "-ic" (meaning "pertaining to" or "characteristic of"): scientific, artistic, athletic.
- "-sis" (meaning "process" or "condition"): analysis, diagnosis, synthesis.
- "-age" (meaning "the action or result of"): marriage, passage, luggage.
- "-ance/-ence" (meaning "state or quality of"): importance, confidence, resistance.
- "-able/-ible" (meaning "capable of" or "worthy of"): comfortable, visible, credible.
- "-er" (meaning "one who" or "comparative"): teacher, singer, runner.
- "-dom" (meaning "realm" or "state of being"): freedom, kingdom, wisdom.
- "-less" (meaning "without" or "lacking"): fearless, careless, timeless.
- “-ness” (meaning “condition” or “quality”): happiness, sadness

Example sentences:

- The celebration of their team's victory filled the stadium with joy.
- Honesty is an important quality that helps at building trust.
- She showed great improvement in her piano skills after months of practice.
- Geology explores the composition and structure of the Earth's crust.
- Her artistic talents were evident in the beautiful painting she created.
- The doctor provided a diagnosis of the patient's illness.
- The passage of time is a constant reminder of life's fleeting nature.
- His confidence and self-assurance made him an effective public speaker.
- Her explanation was clear and credible, earning the trust of the audience.

PRACTICE TIME | PRACTICE 1

Read the following extract and answer the questions.

Apples: Nature's Crisp and Juicy Delight

Let's dive into the wonderful world of apples, one of nature's most versatile fruits. Apples belong to the genus Malus, which encompasses numerous species and cultivars. They have been cultivated for centuries and are beloved for their vibrant colors, delightful flavors, and nutritional benefits.

Apple trees are deciduous, shedding their leaves in the fall, and are known for their striking beauty. They produce beautiful clusters of flowers called inflorescences, which give way to the fruit we cherish.

Unripe apples are typically green and firm, but as they mature, they undergo a process called ripening. During this transformation, starches within the fruit convert into sugars, giving apples their sweet and crisp characteristics.

Apples are not only delicious but also offer a range of essential nutrients. They are a rich source of dietary fiber, vitamin C, and antioxidants, making them a healthy addition to one's diet. Moreover, their natural sweetness satisfies cravings while providing valuable nutrients.

Once harvested, apples undergo careful processing and packaging to preserve their freshness. They are then transported to markets and grocery stores worldwide, ready to be enjoyed in various culinary creations or as a wholesome snack.

By understanding the journey of apples from tree to table, we can fully appreciate their distinct flavours and nutritional benefits. The next time you bite into a crisp apple, savor the knowledge of the effort and care that went into bringing this delightful fruit to your fingertips!

Answer the following questions.

1. Look at lines 1 to 7.
Find three words with a suffix that gives the meaning of 'full of'.

……

2. Look at 8 to 13.

a. Give a word with a prefix that has the same meaning as 'not ready to be eaten'.

……

b. Give a word with a prefix which has the same meaning as 'to experience', and identify the prefix it contains.

……

c. Find a word that contains a prefix and a suffix.

……

d. Give a word with a prefix which means 'against'.

……

3. Look at the fifth paragraph (Lines 15-17). Complete the table. An example has been done for you.

Word	Root word	Suffix	Meaning
Careful	Care	-ful	Full of care
Freshness	………………………	………………………	………………………
Nutritional	………………………	………………………	………………………

PRACTICE TIME | PRACTICE 2

In the following sentences, fill in the gaps with a suffix or a prefix to create a word that suits the context. The first one is done for you.

1. I can't understand your question. Would you .... phrase it?
Answer: I can't understand your question. Would you rephrase it?

2. His wounds are terribly bad; he must take an .... biotic to avoid any infections.

3. The strawberries have become eat................., but they will not be as sweet as you like them to be.

4. It was an effort................. task; I finished it in only 10 minutes.

5. The .... normal activity in the old house sent shivers down my spine.

6. With some effort and organization, the workload is manage................. within the given time frame.

7. I don't know why she ....reacted; the problem could have been solved easily with little patience.

8. She was ....patient to unwrap her birthday gifts.

9. It was a very interest................. game in which we were trapped for hours.

10. This course offers a / an ....active learning experience where participants actively engage in the teaching process.

LESSON 1 | VOCABULARY

TOPIC 2 | HOMONYMS

Words can be quite interesting because sometimes they can play tricks on us. Imagine words that look or sound the same but mean different things! That's where homonyms, homophones, and homographs come into play. These are like word puzzles that make our language exciting. These are the **Homonyms**.

Homonyms are words that sound the same or look the same but have different meanings. They can be a little tricky because they can be pronounced the same or spelled the same, or even both!

There are two types of **Homonyms: homophones and homographs.**

1- HOMOPHONES

Homophones are words that sound the same but have different meanings and are usually spelled differently. They can be a little tricky because they can fool our ears!

Example 1:

Two - The number 2.
Too - It means also or very.
To - It's used before a verb or as part of an infinitive (like "to run").

In this example, all three words sound the same, but they are spelled differently and mean different things.

Example 2:

They're - A contraction of "they are."
Their - Showing possession (belonging to them).
There - Referring to a place or location.
Again, all three words sound the same, but they have different spellings and meanings.

2- Homographs

Homographs are words that are spelled the same but have different meanings, and sometimes they can sound the same, but not always. These can be a bit puzzling!

Example 1:

Lead (1) - The metal.
Lead (2) - To guide or be in charge of something.
In this example, "lead" is spelled the same but means two different things. Sometimes, they can also sound the same, but not always.

Example 2:

Tear (1) - When you cry, it's a drop of water from your eye.
Tear (2) - To rip something apart.
Here, "tear" looks the same but has two different meanings. They also sound the same in this case!

Remember, it's important to pay attention to the context of a sentence to figure out the meaning of these words.

PRACTICE TIME

Choose the correct word from the options provided within the brackets to complete the sentence accurately.

1. Sarah wanted (to-two) ice cream flavours, but she could only choose one.
2. The (flower- flour) in the garden was so beautiful that it attracted many butterflies.
3. He kept (wondering-wandering) for hours in the street.
4. Whenever you see a red traffic light, you must (break- brake).
5. She had a (pair- pear) of shoes for running and another for dancing.
6. We decided to (peak - peek) at the presents hidden in the closet.

7. (There-Their) must be a solution for this problem.

8. The (principal - principle) of our school is always fair and just.

9. After reading the (tale- tail) of the magical dragon, I was captivated.

10. The (bass - base) of the song made the floor vibrate.

LESSON 1 | VOCABULARY

TOPIC 3 | CONTEXT CLUES AND WORD CHOICE

Vocabulary is the writers' gate through which they evoke readers' literary skills by using unfamiliar and interesting words that urge them deduce their meaning in the context.

Moreover, writers manipulate with words and choose their words skillfully in order to convey different shades of meaning or deliver specific and intended impressions to the reader, the matter that adds to the proficiency of the writing and make the readers' imagination go beyond the literal meaning of the word and start to analyse and read between the lines; or let's say 'read between the letters of the word'.

In order to be able to overcome the writers' manipulations and master the vocabulary questions, we have to develop our skills at deducing the meaning of the words through the **'context clues'** and elaborate our ability to comment on the **'writer's choice of specific words'** with complete awareness of the shades of meaning they convey.

CONTEXT CLUES

Context clues are hints or information that you can find in a sentence or paragraph that help you figure out the meaning of a word you don't know.
They are like secret messages hidden within a sentence or paragraph. They give you clues about the meaning of an unfamiliar word. These clues can be found in the words and sentences around the unknown word, helping you piece together its meaning without having to look it up in a dictionary.

Different Types of Context Clues:

1- Definition or Explanation Clues: Sometimes, the meaning of an unfamiliar word is right there in the sentence. Look for words like "is," "means," or "refers to" to find a direct definition.

Example:

- The word 'intelligent,' which means smart, describes the main character in the story.

2- Synonym Clues: In this case, a word with a similar meaning is used in the sentence to help you understand the unknown word.

Example:

- She was so joyful; her face lit up with happiness.

3- Antonym Clues: Sometimes, the opposite of the unknown word is used in the sentence. This can help you figure out what the unfamiliar word means.

Example:

- Even though the cat was small, the dog was enormous.

4- Example Clues: The author might provide examples or descriptions to help you understand the word.

Example:

- The forest was filled with a variety of animals, such as deer, rabbits, and foxes.

'Variety' means different types or kinds; the animal examples given after it help us to understand its meaning.

5- Inference Clues: Sometimes, you need to use your background knowledge and clues in the sentence to make an educated guess about the word's meaning.

Example:

- After running for miles, he was exhausted, his legs ached, and he could barely catch his breath.

'Exhausted' means extremely tired, having clues like 'running for miles', 'his leg ached', and 'could barely catch his breath' help us understand the meaning of the word.

6- Knowledge of root words, prefixes, and suffixes: In addition to the context clues we discussed earlier, another powerful tool you can use to unlock the meanings of unfamiliar words is your knowledge of root words, prefixes, and suffixes:

- Root Words: A root word is the core part of a word that holds its main meaning. By recognizing root words, you can often guess what a word means. For instance:

If you know that "bio" means "life," then you can deduce that "biology" is the study of life.

- Prefixes: Prefixes are added at the beginning of a word and can change its meaning. For example:

"Un-" is a common prefix that means "not." So, if you see the word "unhappy," you can deduce that it means "not happy."

- Suffixes: Suffixes are added at the end of a word and can also change its meaning. For instance:

If you know that "-ful" means "full of," then "wonderful" means "full of wonder."

Using Context and Word Parts Together:

Sometimes, combining your knowledge of context and word parts can be incredibly helpful:

Imagine you come across the word "microscopic" in a sentence:

"The scientist used a microscopic lens to study tiny organisms."

You know that "micro-" means "very small" or "tiny," and you consider the context of a scientist using a lens to study organisms. Putting it all together, you can deduce that "microscopic" means "so incredibly small that you need special equipment to see it."

Tips for Using Context Clues:

***Read the Whole Sentence**: Don't just focus on the unfamiliar word; read the entire sentence or even the paragraph to gather more clues.

***Look for Signal Words:** Words like "means," "is," "like," "such as," and "but" can signal the presence of context clues.

***Use Your Brain:** Sometimes, you'll need to think and make connections to understand the word fully. It's like putting together pieces of a puzzle.

***Practice, Practice, Practice:** The more you practice using context clues, the better you'll become at figuring out word meanings on your own.

PRACTICE TIME

Deduce the meaning of the underlined words as used in the sentence. You can use one word or a short phrase in your explanation.

1. Sarah's artwork was so vibrant that it brightened up the entire room.

   ....

2. The detective examined the forensic evidence to solve the crime.

   ....

3. The marathon runner was relentless in her pursuit of victory, never giving up.

   ....

4. In the middle of the forest, we stumbled upon an ancient ruin from a forgotten civilization.

   ....

5. The teacher asked the students to synthesize information from various sources to complete their research project.

   ....

6. The kids were captivated by the enchanting fairy tale their grandmother told them.

   ....

7. The scientist's hypothesis was that plants need sunlight to grow.

……

8. The chef added a pinch of exquisite spices to the dish, making it taste outstanding.

……

9. The acrobat performed an impressive aerial routine, soaring high above the audience.

……

10. As the clouds darkened, a feeling of apprehension settled over the hikers.

……

11. The eloquent speaker moved the audience to tears with her heartfelt speech.

……

12. The baby's incessant crying kept the entire household awake all night.

……

13. The astronaut experienced weightlessness in space, where there is no gravity.

……

WORD CHOICE

Have you ever noticed how authors, poets, and even your teachers carefully select words to create different feelings, meanings, impressions, and deliver different messages in their writing?
The choice of words and phrases can have a big impact on the way a message is delivered, making it more interesting and engaging.

Examples:

Example 1: The Magical Forest

Imagine you're writing a story about a forest. You want to describe it in two different ways, so your readers feel different emotions.

Version 1:

- The forest was big and had many trees.

Version 2:

- The forest stretched out before me, its towering trees almost reaching the sky.

In the first version, the words "big" and "many" give a basic description of the forest. But in the second version, words like "stretched," and "towering" make the forest seem more enchanting and mysterious. The word choices in the second version create a magical and inviting atmosphere.

Example 2: The Mysterious Door

Version 1:

- I opened the door and saw a dark room.

Version 2:

- I cautiously pushed the door open, revealing a pitch-black room that swallowed all light.

In the first version, the word "dark" simply tells us what the room is like. But in the second version, words like "cautiously," "revealing," and "swallowed all light" make the scene more suspenseful and eerie. The word choices in the second version make you feel like you're stepping into an unknown and creepy place.

Example 3: The Exciting Playground

Version 1:

- The playground was fun.

Version 2:

- The playground was a whirlwind of excitement and laughter.

In the first version, the word "fun" tells us that the playground is enjoyable, but it doesn't paint a vivid picture. In the second version, words like "whirlwind," "excitement," and "laughter" make the playground sound like the most thrilling place to be. The word choices in the second version make you want to rush outside and play right away!

So, by carefully selecting words and phrases, writers can create various effects and convey deeper meanings.

PRACTICE TIME

According to the context, what effect does the writer try to create through using the underlined words / phrases in each of the following sentences?

1. The old house had a sinister feeling, with creaking floors and cobwebs in every corner.

   ……

2. Sarah's timid smile revealed her nervousness as she stood in front of the class to give her presentation.

   ……

3. The stubborn old tree refused to bend, even in the face of the strongest winds.

   ……

4. In the crumbling castle, the brave knight searched for hidden treasures, undeterred by the dangers that lurked within.

   ……

5. The forest at night was enigmatic, with strange sounds and eerie shadows all around.

....

6. The athlete's performance in the race was truly noteworthy, leaving the crowd cheering.

....

7. The room was filled with serene silence, broken only by the sound of rain outside.

....

8. The book's riveting plot kept me on the edge of my seat until the very end.

....

GENERAL PRACTICE

Read the following sentences and answer the question below each.

1. The bright sun made Timmy squint his eyes.

   What does the underlined phrase tell us about Timmy's reaction to the sun?

   ....

2. The stormy weather caused the trees to sway back and forth.

   What does "sway" mean in this sentence?

   ....

3. Maya couldn't stop laughing when she heard the funny joke.

   What emotion did Maya feel when she heard the joke?

   ....

4. Danny's heart raced as he climbed to the top of the tall mountain.

What does the phrase "heart raced" suggest about Danny's feelings?

……

5. The cookie smelled so delicious that Max's mouth watered.

What does "mouth watered" suggest about Max's reaction to the cookie?

……

6. Rayan's jaw dropped once he caught sight of the city's skyscrapers.

What does the underlined phrase tell us about Rayan's feelings?

……

7. The thief stole the diamond ring from Sara's drawer and sneaked off without leaving any trace behind him.

Find a phrase which means "left quietly without being noticed".

……

8. Haley's face contorted in a mask of abject terror as she stumbled upon the chilling scene before her.

Give an adjective used to show the intensity of the fear.

……

9. She passed by us completely ignoring our presence; she didn't even reply to our greeting.

Give an adverb that shows that something unexpected has happened.

……

10. Their desperate trials to convince their parents to go to the party turned into absolute failure.

Explain the meaning of the underlined phrase.

……

11. Emma's smile tightened with her eyes focused on the award her friend received.

What were Emma's feelings? Give a phrase to support your answer.

……

LESSON 2

LANGUAGE | LANGUAGE

LESSON 2 | LANGUAGE

TOPIC 1 | FIGURATIVE LANGUAGE

Figures of speech are like colorful tools that writers and speakers use to make their words more interesting and vivid. They help us create pictures in our minds and make our language more exciting.

There are many types of figures of speech:

1- Simile

Definition: A simile is a figure of speech that compares two things using the words "like" or "as." It helps us understand something better by comparing it to something familiar.

Example:

- Her smile was as bright as the sun.
- The water in the lake was as clear as crystal.
- She ran as fast as a cheetah.

2- Metaphor

Definition: A metaphor is a figure of speech that directly compares two things by saying one is the other. It doesn't use "like" or "as" but describes something as if it were something else.

Example:

- The world is a stage, and we are all actors.
- His heart was a stone.

3- Personification

Definition: Personification is when we give human qualities to something that isn't human, like an animal, object, or even an idea. It makes things come alive in our imagination.

Example:

- The wind whispered through the trees.
- The sun smiled down on the picnic.

4. Hyperbole

Definition: Hyperbole is a figure of speech that uses exaggeration to make a point or create emphasis. It's like stretching the truth for effect.

Example:

- I have a million things to do today.
- My backpack weighs a ton.

5. Onomatopoeia

Definition: Onomatopoeia is when words sound like the noises they describe. It's a fun way to make your writing and speech more lively.

Example:

- The cat went "meow" when it saw the mouse.
- The fire crackled and popped.

6. Alliteration

Definition: Alliteration is when you use the same consonant sound at the beginning of words close together in a sentence. It adds rhythm and musicality to your language.

Example:

- Peter Piper picked a peck of pickled peppers.

7. Assonance

Definition: Assonance is the repetition of vowel sounds within words in a sentence. It creates a pleasant and musical effect.

Example:

- The rain in Spain falls mainly on the plain.

PRACTICE TIME | PRACTICE 1

Underline the part(s) that includes a figurative language technique in each of the following sentences and identify its type.

1. The stars blinked like diamonds in the night sky.

   ……………………………………………………………………………………………………

2. The tree branches danced in the wind's gentle whispers.

   ……………………………………………………………………………………………………

3. The thunder roared angrily as the lightning streaked across the dark sky.

   ……………………………………………………………………………………………………

4. The basketball player was a giant on the court, blocking every shot.

   ……………………………………………………………………………………………………

5. The ice cream was so cold, it could freeze a volcano!

   ……………………………………………………………………………………………………

6. The sizzling bacon made my stomach growl with hunger.

   ……………………………………………………………………………………………………

7. The shiny silver spaceship soared through the starry sky.

   ……………………………………………………………………………………………………

8. His laughter could be heard from a mile away, echoing through the hills.

   ……………………………………………………………………………………………………

9. The raindrops tapped on the windowpane as if they wanted to come inside.

……………………………………………………………………………………………………

10. The mermaids murmured in agreement.

……………………………………………………………………………………………………

PRACTICE TIME | PRACTICE 2

Instructions:
Step 1: Read the following paragraphs.
Step 2: Understand the main idea and the tone of each paragraph.
Step 3: Rewrite the paragraph by including similes, metaphors, personification, or any other figurative language techniques to make it more expressive and vivid.
The first paragraph has been done for you.

1- Dinosaurs were amazing creatures that lived millions of years ago. They came in all shapes and sizes, from the enormous Brachiosaurus to the tiny Microraptor. Some were plant-eaters, while others were meat-eaters. These creatures ruled the Earth long before humans appeared. Scientists learn about dinosaurs by studying fossils, which are the remains of these ancient animals. Dinosaurs are a fascinating part of Earth's history.

Example Answer:

Dinosaurs were the rock stars of the ancient world, strutting their stuff on Earth's stage for millions of years. These colossal creatures were like nature's time travelers, from the towering giants that reached for the sky, like Brachiosaurus, to the nimble predators, such as the fearsome Tyrannosaurus Rex, who prowled like kings of the prehistoric jungle. Some were gentle giants, munching on leaves like leafy salad lovers, while others were sharp-toothed carnivores, the apex predators of their time. Fossils, like ancient whispers trapped in stone, allow scientists to peer into the shadows of the past and unlock the secrets of these remarkable, long-lost creatures. Dinosaurs continue to captivate our imaginations, leaving us in awe of their ancient and mysterious world.

2- Trees are a vital part of nature. They provide us with oxygen through a process called photosynthesis and help reduce the amount of carbon dioxide in the air. Trees also offer homes and food to many animals, making forests diverse and vibrant ecosystems.

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3- Renewable energy sources are becoming more important as we look for sustainable ways to generate power. Solar panels use sunlight to produce electricity, wind turbines use wind to turn blades and create energy, and hydropower systems use moving water to generate electricity. These sources of energy are better for the environment than fossil fuels.

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4- Computers are electronic devices that process and store information. They are used for a wide range of tasks, from word processing and internet browsing to complex calculations and simulations. Computers have revolutionized various industries, making work more efficient and communication easier. They are an essential part of our modern world.

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LESSON 2 | LANGUAGE

TOPIC 2 | PERSUASIVE LANGUAGE

Have you ever wondered how some people are able to convince others to see things their way or take a particular action? That's where persuasive language comes into play. Persuasive language is a powerful tool used to influence and sway opinions. It involves carefully chosen words and techniques designed to make others believe in a certain viewpoint or take a specific course of action.

Persuasive techniques can be used in writing, public speaking, advertising, marketing, or any other form of communication where the goal is to persuade or influence others.

Persuasive Language Techniques

There are many features that distinguish the persuasive language. The most common of these features / techniques are presented in this acronym:

DAFORESTI

D Direct address which means speaking directly to the audience, using pronouns like "you" to engage them personally.

Example: "It's an adventure you'll never forget about and it'll stick to your memory for a long time."

A Alliteration and anecdotes which is

Alliteration: the repetition of initial consonant sounds in a series of words to create emphasis or memorable phrases and to make the sentences memorable.

Anecdotes: a short personal story or narrative that is used to illustrate a point or support an argument. By sharing a relatable or memorable personal experience, anecdotes can help to engage the audience on an emotional level and make the message more persuasive.

Example: 'The big balloon burst with a loud bang.' (Alliteration)
- "When I was a child, I had one dream — exploring the space. I struggled for it and reached it…"

F Facts and Figurative language

Facts: Presenting factual information, data, or evidence to support arguments and add credibility.
Figurative language: Using figurative language techniques.

Example: "Smoking causes lung diseases." (Fact)

-Aruba is a paradise on earth. (Figure of speech)

O Opinions: Sharing personal opinions or perspectives to influence the audience's perception of a topic.

Example: "In my opinion, this is the best coffee shop in town."

R Repetition and Rhetorical questions

Repetition: repeating words, phrases, clauses to add emphasis and grab attention to their importance.

Rhetorical questions: Asking questions that do not require an answer, intended to provoke thought and engage the audience.

Example: Freedom is a human right. Freedom is a human need. Freedom is a must for all. (Repetition)

Example: Ever imagined standing on the highest point of the earth? (Rhetorical question)

E Emotive language, Exclamation marks and Exaggeration (Hyperbole)

Emotive language: Using words and phrases that evoke strong emotions or feelings in order to sway opinions. Using powerful adjectives that suit the topic and the message you want to convince your reader with helps with making the language emotional.

Exaggeration: Magnifying or overstating something beyond its actual or literal level.

Example: The heart-breaking story of the orphaned puppy touched the hearts of the entire community. (Emotive language, using phrases like 'heart- breaking, orphaned and puppy evokes the readers' emotions.)

Example: “You can **wait for eternity** to get your product, or you can simply call us!” (Exaggeration ‘hyperbole’ and exclamation mark)

S Statistics: Using numerical data or statistics to provide evidence and strengthen arguments.

Example: “Our product is proven to reduce wrinkles by up to 50% in just 4 weeks.”

T Triples (The rule of three): Using three related words, phrases, or ideas together to emphasize a point or create a memorable impact.

Example: “Our product is **effective**, **affordable**, and **easy** to use.”

I Imperatives: Using commanding verbs to encourage the audience and urge them to adapt your opinion / take the action you want them to carry out.

Example: “Hurry up and book yourself a seat!”

PRACTICE TIME

Identify the persuasive technique(s) used in each of the following sentences.

1. Can you imagine how cool it would be to have a class pet? ……………………………………………
2. Last year, our class got a hamster, and everyone loved taking care of it. It made our classroom so much more exciting! ……………………………………………
3. reading for just 20 minutes a day can improve your vocabulary by over 1,000 words in a year? ……………………………………………
4. Who wouldn't want to have more time for fun activities after school? Think about it. ……………………………………………
5. Picture the joy on your face when you open your birthday presents. That's exactly how you'll feel if you join the club! ……………………………………………
6. You'll be healthier, happier, and smarter if you start eating your vegetables every day. ……………………………………………
7. Whinnie's pizza is so cheesy; it must have a million layers!" ……………………………………………

LESSON 2 | LANGUAGE

TOPIC 3 | MEGA LANGUAGE

Dear learners, our **aim** in this lesson is to thoroughly cover all language techniques, empowering you with the knowledge to confidently tackle any potential question related to them. Consider it a **healthy overdose of language**. Let's dive in and embrace this enriching experience together.

Language is an expansive and boundless ocean, brimming with treasures and endless possibilities that defy enumeration. Within this vast expanse, we encounter a multitude of elements—words, imageries, figures of speech, punctuation, grammar, and sentence structures—each constituting the intricate fabric of "LANGUAGE." And yet, this list merely scratches the surface of its boundless nature.

Even the letters that form words can be wielded to create profound effects. One such technique involves the **bold** emphasis of certain words—a powerful tool within the realm of language.

1- **Bold** formation of the word serves various purposes, including:

- **Emphasizing and highlighting:** By placing a word in bold, we draw attention to it, making it stand out prominently. This technique allows us to emphasize the significance and value of a particular word, underscoring its importance within the context.

Example:

-The **bravery** of the firefighters during the rescue operation was truly commendable.

-The **key ingredient** in this recipe is what gives it its unique flavor.

- **Captivating attention:** The strategic use of bold words captures the reader's attention, forcings them to pay closer attention to the emphasized element. This technique serves to guide their focus and ensures the essential message is effectively conveyed.

-The museum displayed a remarkable **collection** of ancient artifacts.

Bold words are usually used in the headlines and subheadings of texts.

2- The capitalization of all the letters of specific words is another language technique that has its own effects:

- **Emphasizing and highlighting:** Capitalizing all the letters of a word amplifies its visual impact, making it stand out prominently.

Example:

-The RULES must be followed by every individual in the organization.

- **Signifying importance or significance:** When specific words are capitalized entirely, they signify their importance within the given context.

Example:

-The most essential aspect of any relationship is TRUST.
-And finally, we have a BREAK.

- **Creating a sense of authority or formality:** Full capitalization lends an air of authority or formality to words or phrases.

Example:

-BY ORDER OF THE COURT, you are hereby required to appear for jury duty.

- **Showing surprise:** Full capitalization can also be used to convey surprise or astonishment. When unexpected or astonishing elements are capitalized, it visually reflects the intensity of the emotion or the unexpected nature of the information.

Example:

-Mum entered the house hiding something behind her back — the PUPPY I've always longed for!
- Are you sure that his MAJESTY has chosen me to carry out this mission!

3- Using *italics*: By altering the font style into *italics*, we provide visual emphasis and guide the reader to pay particular attention to the italicized elements.

- **Emphasizing and highlighting:** Italicizing specific words draws attention to them and emphasizes their significance.

Example:

-The *epic* adventure took them to unexplored territories.

- **Indicating foreign words or unfamiliar terms:** Italics are commonly used to highlight foreign words, phrases, or unfamiliar terms that may require explanation or clarification.

Example:

- The French word for "thank you" is *merci*.

- **To show contempt or humiliation:** italicising some specific words can sometimes reflect contempt or underestimation.

Example:

- "Do you live in *this house*? Oh, dear!"
- "Don't forget who you are. You're just a *clerk* in my company."

- **Regret:** italicising can be used to show regret upon an action.

Example:

- "If only I had made a *different* choice that day."
- "It was *me* who caused all this trouble. I awfully sorry."

Remember that identifying the effect of any of the language techniques depends mainly on **the context they are used in.**

UNIT 2 | VOCABULARY AND LANGUAGE

GENERAL PRACTICE | EXTRACT 1

Read the following extract and answer the questions.

The Marine Life Guardians

The Marine Life Guardians is a dedicated organization with a vital mission: to protect and preserve our precious coral reefs and the incredible marine ecosystems they support. Just like the International Space Station (ISS) serves as a hub for space exploration, the Marine Life Guardians are at the forefront of underwater conservation efforts.

Coral reefs, often called the "rainforests of the sea," are breathtaking underwater landscapes built by tiny coral polyps. These reefs are not only stunning but also serve as the homes and nurseries for a diverse range of marine species. The Marine Life Guardians have made it their mission to ensure the continued existence of these incredible ecosystems.

Coral reefs are found in oceans all over the world, but they face numerous threats, including rising sea temperatures, pollution, and overfishing. Just as the ISS relies on solar panels for energy, coral reefs depend on sunlight to thrive. When sea temperatures rise, corals expel the algae living in their tissues, causing them to turn white—a phenomenon known as coral bleaching.

To combat these threats and safeguard coral reefs, the Marine Life Guardians work tirelessly. Their team of marine biologists, conservationists, and dedicated volunteers collaborates with organizations and researchers worldwide. They train like astronauts preparing for a mission, acquiring the knowledge and skills needed to protect these delicate ecosystems.

Much like the ISS crew's daily exercise routine in space, marine scientists and conservationists dive deep into the ocean to collect data, study marine life, and monitor the health of coral reefs. They carefully plan each expedition, documenting new species, conducting experiments, and studying the effects of climate change on these fragile underwater worlds.

Every day with the Marine Life Guardians is an adventure. Researchers strive diligently to understand the complex relationships within coral reef communities, just as scientists on the ISS work to unravel the mysteries of space. By gaining insights into these underwater realms, the Marine Life Guardians hope to develop strategies to protect coral reefs and ensure they continue to thrive, just as knowledge from space exploration may lead to medical advancements on Earth.

Answer the following questions.

1. Look at the first paragraph (Lines 1-5).

a. Give one three-word phrase that tells the reader that The Marine Life Guardians is the most important organisation in this field.

………

b. Complete the following table.

Word	Root word	Prefix—	Meaning
ecosystem	………………………	………………………	………………………
International	………………………	………………………	………………………

2. Look at the second paragraph (Lines 5-10)

a. What does the phrase ‘rainforests of the sea’ (Line 6) suggest about the coral reefs?

………

b. Give one word that have the same meaning as ‘including many different types.’

………

3. What is the meaning of the word ‘bleaching’ (Line 15)?

………

4. What effect does using the word ‘combat’ (line 16) create?

………

5.Look at lines 16-20.
a. Give one word whose suffix means ‘without being’.

………

b. Give one word which means 'work together.'

....

c. What does the word 'delicate' (line 20) suggest about the coral reefs?

....

6. Give one word from lines 21-25 that tells us the marine life is easily destroyed.

....

7. Look at this sentence: 'Every day with the Marine Life Guardians is an adventure.' (Line 26)

What literary technique is the sentence above an example of? Tick **one** box.

simile ☐

alliteration ☐

metaphor ☐

personification ☐

8. What does the word 'strive' (Line 26) suggest about the researchers' trials to understand the marine life?

....

GENERAL PRACTICE | EXTRACT 2

Read the following extract and answer the questions.

Sam and his pal Ben had decided to spend a night in the woods, hoping to catch a glimpse of the mysterious creature that had been spotted near their village.

*****

Sam yawned, rubbing his eyes and taking in a deep breath of the cool night air. The moon had painted a silvery arc across the sky, and they had patiently waited all night. The forest was dark and hushed, the kind of darkness where legends said spirits roamed.

Sam scooted closer to the edge of their campsite, peering down from a big rock. Moonlight sparkled on the calm surface of the pond below, creating shimmering circles of light. The fragrance of the flowers floated in the air. The whole forest seemed fast asleep, and Sam started to wonder if maybe Ben had been mistaken, and the mysterious creature wouldn't show up after all.

He focused his gaze on the far side of the pond. In the deep shadows between the trees and rocks, a darker figure moved. Sam twisted a piece of grass through his fingers and watched with anticipation. Despite the night's chill, his palms were sweaty, and his heart raced. He swallowed hard. About fifty steps away, the shadow began to take shape. It stepped out into the moonlight.

Sam nudged Ben excitedly. "Wake up!"

Ben's eyes shot open. "What's going on?"

"Shh," Sam whispered. "It's here, right now."

Ben wiped the sleep from his eyes and leaned over, squinting at the pond. He grabbed Sam's arm and asked, "Where?"

"There!" Sam pointed.

The shadow rose on its hind legs and sniffed the air. It was unmistakably some kind of animal, and it looked much bigger than any creature they had ever seen. A patch of white fur on its chest stood out against its dark coat. Sam recognized it as the legendary Forest Guardian from the village's old tales.

Sam and Ben held their breath, hoping the creature wouldn't notice them. They were downwind and hidden in the shadows, and the soft sounds of the forest masked their presence. Still, they couldn't be entirely certain if the creature knew they were there.

Beside him, Ben tensed up, his breath barely audible. They both watched anxiously, their hearts pounding like a tennis ball on the court. The creature eventually dropped back onto all fours and lowered its head to drink from the pond. As it drank, its ears flicked back and forth. Sam let out a quiet sigh of relief, and Ben leaned in closer, whispering, "I knew it would come."

The creature looked thin, possibly from scavenging in their village and raiding their food stores, which had caused worry among the villagers. Yet, despite its troublesome actions, no one had been able to capture it.

Ben handed Sam a small flashlight and said, "Go now."

Sam hesitated, "Aren't we going together?"

Ben shook his head, "One of us should keep watch, and you're smaller and can sneak between the rocks."

Sam gave Ben a determined look, understanding the responsibility that came with their shared adventure. Born on the same night under the same moon, their friendship was unbreakable. With the flashlight in hand, Sam prepared to approach the mysterious creature, hoping to find a way to solve the village's problems without causing harm to the Forest Guardian.

Answer the following questions.

1. What literary technique does the writer use in lines 1-4 to describe the sky?

………

2. From lines 1-4, give one word whose suffix changed it from an adjective into a noun.

………

3. Look at lines 5-9.

a. Give one word that has the same meaning as ‘to go quickly’.

………

b. Give one word that means ‘looking’.

………

c. What is the literary technique used in this sentence: 'The fragrance of the flowers floated in the air." (Line 7)?

………

d. What is the meaning of the word 'wonder' as used in these lines? Tick **one** box.

To walk around ☐

To amaze ☐

To doubt ☐

To request ☐

4. What does the phrase *'with anticipation'* (Line 12) tell us about Sam's feeling?

………

5. Look at lines (10-14).

Give two different phrases that suggest Sam was not in a normal condition.

………

………

6. Give an example of a metaphor from lines 17-20.

………

7. What does the phrase 'held their breath' (Line 25) suggest about the boys' feelings?

………

8. Give one example of alliteration from lines 25-28.

………

9. Look at lines 28-32.

a. Give one word from that means ‘able to be heard’.

……

b. What are the boys’ hearts compared to?

……

c. What figure of speech is used to draw this comparison?

……

d. What does this comparison tell us about their feelings?

……

10. Look at lines 36-40.

a. Give one phrase that tells us that Ben replied negatively to Sam’s question.

……

b. Sam did not want to go alone. Give one word that tells us this.

……

PART TWO

UNIT 1 | READING

LESSON 1 | INTERPRETATION OF TEXTS (OBJECTIVES)

READING
*5Ri.01 Understand the difference between fiction and non-fiction texts and locate books by classification.
*5Ri.02 Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.
*5Ri.03 Identify, discuss and compare different fiction genres and their typical characteristics.
*5Ri.04 Read and explore a range of non-fiction text types.
5Ri.05 Identify, discuss and compare the purposes and features of different non-fiction text types, including evaluating texts for purpose and clarity, and recognising use of personal and impersonal style.
*5Ri.06 Explore explicit meanings in a range of texts.
5Ri.07 Extract main points from a text, and group and link ideas.
5Ri.08 Recognise and compare the dramatic conventions of playscripts and films, including how they contribute to the development of characters and settings.
*5Ri.09 Explore implicit meanings in a range of texts.
5Ri.10 Use a range of types of clues in stories (e.g. personality of characters) to predict what might happen next.
5Ri.11 Make inferences from texts, including about the relationships between story characters.
*5Ri.12 Distinguish between fact and opinion in a range of texts.
5Ri.13 Use scanning and skimming appropriately depending on the type of information required.

LESSON 1 | INTERPRETATION OF TEXTS

What is Interpretation of texts?

Text interpretation is a super important skill that helps us understand what we read, whether it's a true story or a made-up one.

When we interpret texts, we look closely at them, figure out what they're talking about, and make guesses about things that aren't said directly. It's like trying to understand what the author meant, what the story is really about, and what it might mean for us.

So, what kind of things should we think about when we're interpreting texts?

Here are some examples:

1- Types of Texts: We need to know if the text is a true story or a made-up story. Each type has its own special things we should watch for.

2-Explicit Information: Text interpretation involves exploring explicit meanings within a given text. Explicit meanings are readily apparent and stated directly. We look for the things that are easy to find in the text, like facts that are stated directly.

3- Implicit Meaning and Making Inferences: This is what is called ‘Reading Between the Lines and Making Guesses’. Sometimes, when we read, there are things that the author doesn't say directly, but we can figure them out by looking at the clues in the text. This is like being a detective and making smart guesses. We also need to show proof by using evidence from the text to support our guesses. It's like saying, "I think this is true because the text says..."

4- Facts vs. Opinions: We should be able to tell the difference between things that are true and can be proven (facts) and things that are just someone's thoughts or feelings (opinions).

5-Different Points of View: People can see things in different ways. We need to notice when the author or characters have different opinions, and we should explain how we know this.

LESSON 1 | INTERPRETATION OF TEXTS

TOPIC 1 | TEXTS GENRES: FEATURES AND PURPOSES

In this topic, we will explore the unique characteristics of various fiction and non-fiction genres to effectively identify the genre of a given text and discern its specific features.

What types of questions can be expected in the exam regarding this topic?

While the exact format of questions may vary, some commonly encountered ones include:

- Give one feature of … (specific genre like biography, recount, fable…) used in the Text.
- What genre is Text …? OR What genre is the text? Explain how you know.
- What kind of book would you find Text … in?
- Complete the chart below to show the language features of … (specific genre)
- Identify the features of (specific genre) present in Text … .
- Text … is a … (specific genre) from… . One feature of (specific genre) is a … (specific feature). Give two more features of (specific genre) used in Text ….
- Text A and Text B are different genres, but their purpose is the same. What is the purpose of both Text A and Text B?

Non-Fiction Genres

In this part, we will go through the unique features of the most common non-fiction genres that appear in the reading questions and the purpose(s) of each genre:

1- Informational Texts

Definition:

It is a form of writing that seeks to inform, explain, or instruct its readers or audience about a specific topic.

Features:

- Use of headings and subheadings
- Formal tone
- Technical vocabulary
- Third-person point of view
- Factual Information
- Use of the present tenses
- Use of transitions and connectors
- Avoiding bias
- Use of active voice

Purpose:

- To inform readers about a specific topic (An informational text about the landscape of a city for example)
- To provide explanation for a topic (Explaining the reasons behind pollution for example).
- To instruct (like a guidebook / a user guide that provides information and instructions on how to properly use, operate, install, maintain, or troubleshoot a product, system, software, or service).

2- Non-chronological Reports

Definition:
A type of informational texts that presents factual information on a particular topic in a structured and organized manner, without following a chronological order.

Features:

- Headline
- The text is organized into sections with subheadings (usually bold).
- May use bullet points as a tool of organisation and to make the information easy to access.
- Presents information in a non-linear manner (Without chronological order).
- Uses factual information and data.
- Uses technical language.
- Impersonal voice (Using Third person).
- Uses formal language.
- Uses passive voice.
- May include illustrations, diagrams, or graphs
- Uses complex sentences usually including relative clauses to add extra information / details.

Purpose:

- To inform and educate the reader about a topic.
- To present information in a structured and organized way.
- To highlight important facts and data related to the subject.

3- Persuasive Texts

Definition:
A form of written texts where the author aims to convince the reader to adopt their point of view, take a specific action, or support a particular cause.

Features:

- A catchy headline
- Clear and compelling introduction that states clearly the side of the argument the writer adopts.
- Personal voice (including using FIRST person, personal experiences, anecdotes…etc.).
- Using present tenses.
- Uses informal language.
- Uses discussion connectives mainly to add to the evidence provided or to show the demerits of the other point of view.
- Uses evidence (examples, statistics, …) to support the writer's viewpoint.
- Directly addressing the reader using rhetorical devices and other informal language techniques.
- Uses persuasive techniques.
- Uses counterarguments that may appear in one paragraph when the writer mentions the other viewpoints and tries to prove their invalidity by providing evidence.
- Includes a call to action: Persuasive texts often include a call to action, encouraging the reader to take a specific step or adopt the author's viewpoint.
- Consideration of Audience: Effective persuasive writing considers the audience's interests, concerns, and perspectives to tailor the argument accordingly and succeed at persuading them.

Notice that this type of texts can appear in letters, emails, leaflets, advertisements, speeches, donation campaigns…etc.

Purpose:

- To convince the reader to adopt the author's point of view.
- To inspire the reader to take specific action.
- To create a strong emotional response in the audience.
- To influence and change the reader's opinions or behavior.

4- Biographies and Autobiographies

Definition:

They are types of written texts that present factual information about a famous person's real life. It can be written after this person's death or during his life.

Biographies and autobiographies share a wide range of similarities and some minor differences:

Features	Biographies	Autobiographies
Different Features	Written in the third person	Written in the first person
	Written by a person about a famous person's real life.	Written by the famous person himself about his own life.
	Objective	Subjective
Common Features	• Contain facts about a person's real life (Where he was born, his education, his family…etc). • Written in chronological order. • Mostly uses past tenses • Contains important dates, ages and significant incidents. • Uses formal language • Contains quotations said by the person himself or by others about them. • Marks the remarkable achievements of the person the biography / autobiography is about. • Uses time connectives	

Purpose:

- To inform readers about someone's life and accomplishments.
- To inspire and connect with readers through personal narratives.
- To offer insights into the subject's personality and experiences.

5- Recounts

Definition:
A recount is a piece of writing that tells a story about something that has already happened. It's like sharing your experience or retelling an event in the order it occurred.

Features:

- Past Tense: Since recounts describe events that have already happened, they are usually written in the past tense.

- Chronological Order: The events are told in the order they happened, from the beginning to the end.

- Personal Pronouns: Recounts often use words like “I,” “we,” and “my” because they are usually personal stories.

- Specific Details: They include important details about who was there, what happened, when it happened, where it happened, and why it happened.

- First-Person Perspective: Most recounts are written from the first-person point of view, making the story personal and engaging.

- Descriptive Language: Good recounts use descriptive words to help the reader imagine the events and understand how the writer felt during the experience.

- Time Connectives: Words like “first,” “then,” “next,” and “finally” are often used to show the sequence of events and help the story flow smoothly.

Purpose:

- To inform others about something that has happened
- To entertain
- To help the writer remember the event.

6- Diaries

Definition:
A diary entry is a personal record where someone writes about their daily experiences, thoughts, and feelings. It's like talking to a trusted friend about what happened during your day.

Features:

- Date: Each diary entry starts with the date, so you know when the events happened.

- First-Person Perspective: Diary entries are written in the first person, using "I," "my," and "we" because they are personal reflections.

- Past Tense: Since you usually write about things that have already happened, diary entries are mostly written in the past tense.

- Personal Tone: The tone of a diary is informal and friendly, like you're talking to yourself or someone close to you.

- Emotions and Thoughts: Diary entries often include not just what happened but also how you felt and what you thought about the events.

- Chronological Order: Events are usually described in the order they happened, helping to tell the story of your day.

- Descriptive Language: Diaries often use descriptive words to express feelings and details about events, making the writing more vivid and personal.

- Honesty: Since diaries are private, people tend to write honestly about their true feelings and experiences.

Purpose:

- Reflect on your experiences.
- Capture memories of important moments.
- Express your thoughts and emotions.
- Help understand your own feelings.
- Provide a personal record of your daily life.

7- Journalistic Texts (News reports)

Definition:
A form of written text that aims at informing the public about the current events, news, and issues. Journalistic texts can appear in different forms like news reports, news articles, magazine articles, etc.

Features:

- A catchy headline, mainly short and bold.
- The introduction summarises the topic answering the 5 Ws.
- Follows the inverted pyramid structure in presenting the information: from the most important to the least important.
- Written in chronological order.
- The conclusion gives an idea about what is expected to happen without showing any recommendation ore preferences.
- Impersonal voice (Using third person).
- Uses formal language.
- Uses passive voice.
- Uses reported speech and direct quotations from eyewitnesses / experts…etc.
- Uses engaging writing style.

Purpose:

- To inform the public about recent events and news.
- To provide accurate and timely information to readers.

7- Synopsis

Definition:

A synopsis is like a super short story summary. It tells us the most important things that happen in a story but without all the details.

Features:

- Short summary of a story.
- Contains main characters, setting, and key events.
- Doesn't have all the tiny details.
- Usually just a few sentences or paragraphs.

Purpose:

- Helps people quickly understand what a story is about.
- Provides a sneak peek of the story.
- Helps readers decide if they want to read the whole story.
- Useful for discussing books and movies without giving away spoilers.

Fiction Genres

Fiction texts represent texts that contain made up stories. There are various genres of fiction, each offering unique adventures and emotions. Identifying the genre of a fiction text involves recognisin the setting, the tone, the characteristics of the characters, and the central theme of the text.

It is important to be aware that many fictional texts include the features of more than one genre; the text can be realistic horror for example, comedy science fiction, thriller fantasy…etc.

Let's have a closer look on the features of the common fiction genres:

1- Realistic Fiction

Definition:

Realistic fiction depicts everyday life and relatable situations without fantastical or supernatural elements.

Features:

- Believable and relatable characters.
- Contemporary settings and scenarios.
- Themes of friendship, family, and self-discovery.
- Addressing real-life challenges and conflicts.
- Emotional and thought-provoking narratives

Notable Examples: Wonder" by R.J. Palacio

2- Adventure

Definition:

Adventure genre features thrilling journeys and daring exploits of courageous protagonists.

Features:

- Heroic and adventurous main characters.
- Exploration of unknown territories.
- Risky challenges and obstacles.
- Quests to find treasure or fulfill a mission.
- Overcoming hardships and personal benefits (theme of sacrifice).

Notable Examples: "The Hobbit" by J.R.R. Tolkien

3- Fantasy

Definition:

Fantasy genre involves imaginative and magical elements set in fictional worlds or alternate realities. The characters have supernatural / magical powers.

Features:

- Magical creatures and beings (e.g., dragons, wizards, elves).
- The characters have supernatural or magical powers.
- Enchanted settings and realms.
- Epic quests and heroic journeys.
- Battles of good versus evil led by the protagonist.
- Prophecies and destiny.

Notable Examples: "Harry Potter" series by J.K. Rowling, "The Chronicles of Narnia" by C.S. Lewis.

4- Fairy Tales

Definition:

Fairy tales are special kinds of stories that usually start with "Once upon a time" and often have magical elements like talking animals, wizards, and enchanted forests. They're not real, but they are full of fun and imagination.

Features:

- Interesting characters like princesses, brave heroes, wicked witches, and clever animals.
- They often happen in magical places, like faraway kingdoms or deep, dark woods.
- Exciting adventures, problems to solve, and usually a happy ending where good wins over evil.

Notable Examples: ‘Cinderella’.

5- Fables

Definition:

Fables are **short moral** tales often featuring talking animals or mythical creatures.

Features:

- set in a time when the world is new/just beginning
- Indistinct place
- Indistinct time
- characters playing tricks
- Animal characters are given human qualities (talking animals)
- Moral lessons and teachings.
- (small) brave characters
- The small versus mighty theme
- Good triumphing over evil / punishment for bad behaviour / good behaviour rewarded
- Simple and concise narratives.
- Conveying universal truths through storytelling.
- Often ending with a straightforward moral statement.
- Usually, the characters are not given names but rather named with their traits (The Selfish Giant, The Ant and the Grasshopper, The Lying Boy…)

Notable Examples: "Aesop's Fables" by Aesop

6-Mythology and Legends (Myth)

Example Novel: "Percy Jackson & The Olympians: The Lightning Thief" by Rick Riordan

Definition:

Mythology and legends are ancient stories of gods, heroes, and supernatural beings, explaining cultural beliefs and origins.

Features:

- Gods, goddesses, and mythical creatures.
- Epic heroics and mythical quests.
- Explaining natural phenomena and origins.
- Passed down through generations orally or in written form.
- Influencing cultural beliefs and traditions.

Example Novel: "Percy Jackson & The Olympians: The Lightning Thief" by Rick Riordan

PRACTICE TIME

Read the following excerpts and answer the questions.

Excerpt 1:

Ecological Consequences of Deforestation

The planet's landscapes are changing a lot, and it is causing big problems for the environment and the weather. People are cutting down forests to make money and build cities, and this is hurting the plants and animals. These forests used to be home to many different kinds of plants and animals, but now they are disappearing very fast. This loss of homes and different species is just the beginning of the problem. There are worse things happening that are still hidden from us. With further examination of the issue, stories about animals struggling to survive are revealed, the balance of the world's weather problem comes up to the surface, and the need to think differently about nature becomes more urgent.

Question: This paragraph is from an informational text. Identify two features of informational texts used in the paragraph.

- ………

- ………

Excerpt 2:

The battle was full of excitement and energy. A brave team of heroes came together, and they had special powers. One of them, called the "Dreamweaver," could make dreams come true with just a touch. They created shields made of dreams to protect everyone. There was also a giant griffin with fiery wings and stormy feathers. It could control the elements. A clever fox moved quickly and quietly, like a shadow. Many other magical creatures joined them, like shining unicorns with healing horns and strong Ents that protected the ancient woods. The battle was getting louder and more intense, like a concert, but it was about beating the darkness.

Question: What genre of fiction is this extract an example of?

………

Excerpt 3:

In the year 1965, John Anderson was born in the lively city of New York. His early years were filled with laughter from friends and the love of his family. As he grew up, the busy streets of the city made him curious, and he started exploring art and science. When he went to college and became an adult, he found out what he loved to do. He learned a lot and became a famous scientist in renewable energy. He made new things that helped the world and science. His work was like a big stone thrown into a pond, making big ripples.

Question 1: What non-fiction genre is this extract from?

……
.

Question 2: How did you know?

……
.

Excerpt 4:

Long ago, in a world filled with mighty gods and powerful monsters, there was a hero named Hercules. He was known for his incredible strength and bravery. Hercules was the son of Zeus, the king of the gods, and a mortal woman named Alcmene. He was so strong that even as a baby, he strangled two serpents that Hera, the jealous wife of Zeus, sent to harm him. As Hercules grew older, he performed many amazing feats, including battling fearsome creatures like the Nemean Lion and the Hydra. But his most famous quest was the Twelve Labors, a series of incredible challenges that he completed with courage and determination. Hercules's story reminds us that even mortal heroes can achieve greatness with courage and perseverance.

Question 1: Identify the genre of this extract.

……
.

Question 2: Provide two features of this genre used in the extract.

- ……
- ……

LESSON 1 | INTERPRETATION OF TEXTS

TOPIC 2 | EXPLICIT INFORMATION

Texts interpretation requires being able to explore explicit meanings in a range of texts.

Explicit information in a text refers to the facts, details, or statements that are directly stated or clearly expressed by the author. This information is readily available and does not require any inference or interpretation on the reader's part. It is the information that is presented plainly and unambiguously, making it easy to identify and understand.

Explicit information forms the foundation of comprehension and is step one that paves the way to more complex conclusions or making inferences in a text.

What is the format of the questions that target explicit information?

Specifying a format is not a valid thing regarding this topic. Because it mainly depends on how the information is presented; the same question format can be targeting explicit information OR implicit one depending on how the information is presented. But generally, questions that target explicit information usually deal with concrete facts and straightforward details about names, numbers, stated reasons, direct and apparent consequences, clear decisions…etc.

Some examples of excerpt with explicit information and the commonly encountered questions targeting it:

Excerpt 1: "In 1492, Christopher Columbus set sail from Spain with three ships – the Santa Maria, the Pinta, and the Niña."

Question: Where did Christopher Columbus expedition start from?

Answer: Spain

In this question, the information is stated directly using the verb 'set sail' and the preposition 'from' to indicate the starting point.

Excerpt 2: “The plane was on the verge of landing, and with each descent towards the ground, Liza's heartbeats quickened. As the wheels of the aircraft slowed down, her heart pounded with increasing intensity. Suddenly, through the mist, the city of her dreams emerged - Paris.”

Question: **What** was the destination of the plane?

Answer: Paris

Though delayed till the end, the answer is stated clearly and doesn’t require any analysis or reading between the lines.

Excerpt 3: “The recovery process following the devastating earthquake was a difficult task. It required four years of continuous labor and non-stop construction efforts to restore the city's former beauty, which had been buried under the debris.”

Question: How long did it take to rebuild the city?

Answer: Four years

The question targets the duration of rebuilding the city. The information is stated directly and words like ‘construction’ and ‘restore’ are the key words to solve the question.

Excerpt 5: “In the heart of the ancient forest, as the sun dipped below the horizon, Emma stumbled upon a hidden glade adorned with flickering fireflies. To her amazement, a young boy with a worn-out book in his hands stood amidst the gentle glow of the fireflies. He looked up at Emma with surprise, and she smiled warmly at him, "You dropped your journal back there on the trail. I found it while following the fireflies. Is this yours?"

Question: Where did Emma find the young boy's journal, and how did she come across it?

Answer: Emma found the young boy's journal on the trail, and she came across it while following the fireflies in the hidden glade adorned with flickering lights.

Emma’s direct quotation is the part that contains the answer of the question. Mentioning the ‘journal’, that it was on the ‘trail’ (place suiting the question word where), the verb ‘found’ and the conjunction ‘while’ are the key words that indicate this is the target answer of the question.

Excerpt 6: "Adam was not the sole observer of the crime; fortunately, there was another witness present whose eyes were fixated on the dreadful scene, recording every detail. John was silently by his side, and his presence served as undeniable evidence supporting the credibility of Adam's account."

Question: Who was Adam's companion?

Answer: John

This question targets a name. A phrase like 'by his side' serves as the key word to help solving the question.

In summary, explicit information commonly answers the questions with 'what is the name of…, who, when, where, how long, how often, why…etc."

However, remember that it is always about **how** the information is presented in the text and **not about the information itself**.

PRACTICE TIME

Read the following excerpts and answer the questions.

Extract 1:

The Ancient Egyptians were a remarkable civilization that lived thousands of years ago along the banks of the Nile River in Africa. They built massive structures, including pyramids. The Nile River was incredibly important to the Ancient Egyptians. One of the most famous pharaohs of Egypt was Tutankhamun, and his tomb contained many valuable treasures. The Ancient Egyptians had a system of writing called hieroglyphics, which used symbols to represent words and ideas. Today, when people think of Egypt, they often think of the pyramids and the Sphinx, which are still famous and visited by people from all over the world."

1. What was the writing language of the ancient Egyptians?

……

2. Name two famous structures mentioned in the text that Egypt is known for.

……

Extract 2:

It was a decade-long journey of extensive research and meticulous examination, spanning from 2013 until the last month of the previous year, which culminated in the long-awaited release of the new vaccine."

1. What has the research resulted in?

……

2. When was the vaccine brought to life?

……

Extract 3:

Yesterday, I had the opportunity to explore the historic district of Edinburgh, known as the Royal Mile, and it was truly awe-inspiring! My journey began with a guide named Sarah, who left me thoroughly impressed with her exceptional knowledge of the city's rich history and captivating anecdotes. Her passion for the area's heritage and her ability to convey the facts in an engaging manner were truly remarkable.

1. What is the name given to the historical area in Edinburgh?

……

2- Why was the narrator impressed by Sarah, the guide?

……

LESSON 1 | INTERPRETATION OF TEXTS

TOPIC 3 | IMPLICIT INFORMATION AND MAKING INFERENCES

When we read a story, a poem, or an article, we don't just look at the words on the page. We also try to understand the hidden messages and feelings that the writer is trying to share with us. These hidden messages are called "implicit meanings," and they make reading more interesting and exciting.

Implicit information is like a secret code that the writer uses in the text. Instead of telling us directly, they use special tricks like pictures in our minds (imagery), hidden symbols, and creative language. It's like solving a mystery while we read.

To understand implicit meanings, we need to be like detectives. We have to look very closely at every word and sentence in the text. We also use what we already know and think really hard to figure out what the writer is trying to say without actually saying it.

When we make inferences, it's like putting together pieces of a puzzle. We use clues from the text, like quotes or special details, to guess what the writer means. These clues help us understand the story better and make our reading smarter.

So, when we read, we have to decide if the question is asking about something the writer directly said (explicit information) or if it's asking us to be detectives and figure out something hidden (implicit information). It all depends on how the information is hidden in the text.

The following are some examples of the questions that focus on making inferences and target the implicit meaning:

Excerpt 1: "Being an astronaut might sound like a straightforward job of flying in space, but the reality is far from simple. The journey to space involves overcoming various challenges, one of which is defining the precise point where Earth's atmosphere transitions into the vastness of space."

Question: The writer suggests that the astronaut's job is not an easy one. Give a quotation that shows this.

Answer: “but the reality is far from simple”.

In this question, a claim is given ‘an astronaut’s job is not easy’ and a supporting quotation is required. The quotation provided in the answer suggests that what thought about the
astronaut’s job (mentioned in the first part of the sentence) is not real which means that we need to go the first part of the sentence to find the clue. The first part of the sentence sets up the expectation of the job being ‘straightforward’, while the second part challenges that perception, indicating the complexities and challenges involved in being an astronaut.

Excerpt 2: “As the renowned scientist, Dr. Carter, stepped onto the research vessel's deck, a gleam of excitement sparkled in his eyes. Dr. Carter carried an unexpected surprise. He produced a sketchbook and charcoal pencils, and to everyone's amazement, he began capturing the breathtaking sight of the Aurora Borealis dancing across the night sky.”

Question: What do we learn about Dr. Carter’s character?

Answer: He was unpredictable / he had an artistic part in his character besides the scientific one.

This question targets a piece of information that is not mentioned directly in the excerpt. Nothing about Dr. Crater’s character is mentioned; however, we came to the conclusion about his character through an ‘unexpected’ action that he did: ‘Capturing the sight of the Aurora Borealis’, though he was in the middle of a scientific expedition / research

Excerpt 3:
Mr. Jenkins, the peculiar man of the town who could be seen every morning walking his elderly neighbor's fluffy, white dog, Daisy, with a bright smile on his face. Mr. Jenkins never missed a chance to greet each passerby with a warm hello and a friendly wave. He wore a faded, tattered hat that seemed to have stories of its own, and his wrinkled hands always held a pocketful of colorful candies to share with the children. Despite his advanced age, Mr. Jenkins moved with surprising agility and always had a kind word for everyone. The children in town often wondered about the secrets hidden behind his twinkling blue eyes and the reason he carried a little notebook filled with drawings of birds and flowers. Little did they know, Mr. Jenkins had a treasure trove of wisdom and stories waiting to be discovered.

Question: Mr. Jenkins was of a helpful nature. What attitude suggests this?

Answer: That he takes his neighbour’s dog for a walk every morning.

In this question, we are offered a claim and we are asked to find an action / an act that Mr. Jenkins does to prove the claim. We should search for actions that shows his helpful nature. We inferred the fact of him being helpful from his action of taking a dog that is not his (his neighbour’s) for a walk ‘every morning.’

In summary, questions which require making inferences and understanding implied information usually follow formats of these types:

- What does this sentence tell us…
- How do we know that…
- What does … (situation / action) tell us about / show us …
- Give one sentence which tells us that …
- Give a quote which tells us that…
- A quotation is provided followed by a question like ‘What does this tell us about …
- A claim is provided like ‘Adam describes the man as neat.” Give two examples / two pieces of evidence that tell us this / to support this idea.
- What does this behaviour suggest about the character of…
- What do we learn / infer about…
- Look at this sentence: “…” This suggests that …. Give another sentence from the text which tells us…

PRACTICE TIME

Read the following extracts and answer the questions.

Extract 1:

Mr. Jenkins, the peculiar man of the town who could be seen every morning walking his elderly neighbor's fluffy, white dog, Daisy, with a bright smile on his face. Mr. Jenkins never missed a chance to greet each passerby with a warm hello and a friendly wave. He wore a faded, tattered hat that seemed to have stories of its own, and his wrinkled hands always held a pocketful of colorful candies to share with the children. Despite his advanced age, Mr. Jenkins moved with surprising agility and always had a kind word for everyone. The children in town often wondered about the secrets hidden behind his twinkling blue eyes and the reason he carried a little notebook filled with drawings of birds and flowers. Little did they know, Mr. Jenkins had a treasure trove of wisdom and stories waiting to be discovered.

1. What does Mr. Jenkins’ attitude with the passerby suggests about his character?

………

Extract 2:

“Mom! Dad! This can't be happening!" I shouted in a mix of disbelief and concern. As I sprang out of bed, my heart pounded with a blend of excitement and worry. I dashed up the stairs, taking two steps at a time, eager to unravel the mystery behind this unexpected situation.

Arriving on the landing, my eyes caught sight of a peculiar scene at the entrance to my older brother's room. A vibrant "CAUTION: NO ENTRY" sign adorned the door, and underneath it, Jason, my brother, had scribbled, "DO NOT DISTURB—SECRET SCIENTIFIC EXPERIMENT IN PROGRESS."

The sign was meant for me.

Usually, I'd never dare to enter Jason's room uninvited, especially when he was deeply engrossed in his scientific pursuits. But today was different—it was my birthday.”

1. What do we learn about the relationship between the narrator and her brother? Give two ideas.

- ……………………………………………………………………………………………………
- ……………………………………………………………………………………………………

2. What does the last sentence tell us Emma is considering doing?

………………………………………………………………………………………………………

3. From the first paragraph, give an example of the narrator’s attitude that suggests she was anxious.

………………………………………………………………………………………………………

Extract 3:

Emily sat on her bed, gazing out of the window at the pouring rain. The soft patter of drops against the glass was soothing, like a gentle lullaby. She clutched a well-worn book in her hands, its pages filled with adventures that had carried her away to far-off lands and distant galaxies. Her room was adorned with posters of astronauts and explorers, and a telescope stood silently in the corner, waiting for the clouds to part. Emily's parents couldn't see the universe she had built in her imagination. To them, it was just a rainy afternoon, but to Emily, it was a canvas for dreams yet to be explored.

1. What is the universe that Emily has built in her imagination?

……

2. What is Emily's fascination? Support your answer with evidence from the extract.

……

……

……

3. How does the rainy weather affect Emily's mood?

……

LESSON 1 | INTERPRETATION OF TEXTS

TOPIC 4 | FACTS AND OPINIONS

Differentiating between facts and opinions when interpreting texts is an essential skill that leads to a clear understanding of the text. Understanding the difference between the two is essential for effective communication, critical thinking, and making informed decisions.

Defining Facts and Opinions:

Fact: A fact is an objective statement that can be proven or verified using evidence and is universally accepted as true.

Example:
"Mount Everest is the tallest mountain in the world."
The average global temperature has increased over the past century due to human activities.

Opinion: An opinion is a subjective statement based on personal beliefs, feelings, or interpretations that may vary from person to person.

Example:
"Horror movies are the most entertaining film genre."
"I believe that reducing our carbon footprint will help combat climate change effectively."

What type of questions can be expected in the exam regarding this topic?

- Give one opinion from this paragraph / section ...
- Which phrase / of the phrases below are examples of an opinion? Tick one / two boxes.
- In Text ..., there are many facts and some opinions. Look at the extracts below
- from Text ... Which of the extracts below are opinions? Tick ... boxes.
- Give a fact from lines ...
- Which of the statements below about ... is true? Tick ... box(es).
- Find an example of an opinion in the ... paragraph.
- Tick ... boxes that we know are true from the passage.

Example sentences to differentiate between facts and opinions:

- **Fact:** "Dogs are known for their loyalty to their owners."
- **Opinion:** "Cats are better pets than dogs because they require less maintenance."

Explanation: The fact is a statement based on general knowledge (dogs' loyalty). The opinion, on the other hand, is a personal viewpoint about one type of pet being better due to specific qualities (lower maintenance for cats).

- **Fact:** "Our school requires students to wear uniforms every day."
- **Opinion:** "School uniforms are unnecessary and restrict students' freedom of expression."

Explanation: The fact is a statement about the school's policy (uniform requirement). The opinion expresses a subjective view on the necessity of uniforms and their impact on students' freedom of expression.

- **Fact:** "The 'Harry Potter' series was written by J.K. Rowling."
- **Opinion:** "The 'Percy Jackson' series is better than 'Harry Potter' because it has more exciting adventures."

Explanation: The fact provides a verifiable detail about the author of the "Harry Potter" series. The opinion is a subjective viewpoint comparing two book series based on personal preferences for excitement in stories.

- **Fact:** "The Tesla Model 3 is an electric car that has a long driving range on a single charge."
- **Opinion:** "The Tesla Model 3 is the future of automobiles because it represents the shift towards sustainable and clean transportation."

Explanation: The fact describes a key feature of the Tesla Model 3, its long driving range on electric power. The opinion presents a subjective belief about the car's significance as the future of automobiles, emphasizing its role in promoting sustainability.

- **Fact:** "Lionel Messi has won the Ballon d'Or award multiple times during his career."

- **Opinion:** "Lionel Messi is the greatest football player of all time because of his incredible dribbling skills and goal-scoring ability."

Explanation: The fact provides verifiable information about Lionel Messi's Ballon d'Or achievements. The opinion expresses a subjective belief about him being the greatest player ever, influenced by his specific skills and abilities as perceived by the speaker.

PRACTICE TIME

Determine whether the following sentences are facts or opinions.

1. The sun rises in the east. ……………………………………
2. Chocolate ice cream is the best flavor. ……………………………………
3. Antarctica is the coldest continent on Earth. ……………………………………
4. The school bell rings at 3:00 PM ……………………………………
5. The Eiffel Tower is the most beautiful landmark in the world. ……………………………………
6. The capital of France is Paris. ……………………………………
7. Football is the most popular sport globally. ……………………………………
8. Mount Everest is the tallest mountain in the world. ……………………………………
9. It's fun to play in the snow. ……………………………………
10. The Great Wall of China can be seen from space. ……………………………………

LESSON 1 | INTERPRETATION OF TEXTS

TOPIC 5 | VIEWPOINTS

Viewpoints refer to the different perspectives or angles from which a story is narrated or events are portrayed. Often, authors present a narrative through the eyes of a particular character or a narrator. Identifying viewpoints is essential because it shapes the reader's experience, influences empathy for characters, and can even challenge our understanding of the events described.

How does this topic usually appear in the exams?

Questions about viewpoints usually appear in this format; however, question styles can vary:

- Look at …. This story is told from … viewpoint. Give one example of how the writer shows her viewpoint.
- The story is told from … point of view. How would it be different if …(another character) was telling it?
- Who is the point-of-view character in this text? How do you know?
- Whose point of view is the story being told from? Tick one box.
- The story is told by a narrator, but it is told from … (name of a character) point of view. How do we know it is told from …(this character) point of view? How would the text be different if the story were told by …(this character)?

Notice that in the previous question, there is a difference between 'whose point of view is the story told from' and 'who is telling the story."; the narrator may be the one who is telling the story, but they are telling it from a certain character point of view.

- This story is told by a narrator. Give two ways the story would be different if it was written from the point of view of …

Understanding Viewpoints

Viewpoints can be as follows:

- ### First Person Viewpoint:

In a first-person viewpoint, the narrator is a character within the story who uses pronouns like "I" or "we" to recount events and share their personal thoughts and emotions. This perspective provides a direct and intimate connection between the reader and the narrator, as if the reader is experiencing the events firsthand through the character's eyes. We see what the character sees, feel their emotions, go into their thoughts, and learn about their intentions and plans.

This type of narration creates an emotional bond and allows readers to empathize with the character's experiences and readers may find it easier to relate to the character's struggles, joys, and challenges since they share the same narrative perspective.

Example of First-Person Viewpoint:

"I woke up to the sound of rain tapping against my window. Feeling a mix of excitement and anxiety, I knew today was the day I would finally confront my fears and embark on a life-changing journey."

This example of the first-person viewpoint provides a personal and emotionally charged perspective. It draws readers into the character's world, creating an immersive experience that evokes empathy and curiosity. As the story progresses, readers will continue to explore the character's thoughts and emotions, building a deeper connection to the narrative and its unfolding events.

- ### Third Person Viewpoint:

In a third person viewpoint, the narrator is an external entity who uses pronouns such as "he," "she," or "they" to describe the characters and events in the story. The narrator maintains a certain level of detachment from the characters and events, presenting a more objective account of the story. This allows readers to gain a broader understanding of the events from multiple perspectives.

Example of Third-Person Viewpoint:

Sarah felt her heart race as she approached the old, abandoned house. She couldn't shake the feeling that someone was watching her every move. The tall, looming structure stood like a silent sentinel, its weathered façade hinting at the secrets it held within. Sarah's footsteps hesitated; her mind flooded with memories of childhood adventures in this very place. Shadows danced eerily on the cracked walls, adding to the air of mystery that surrounded the old building.

The third person viewpoint offers a balanced and engaging perspective, immersing readers in the story's setting and character without losing the broader view of the narrative. The reader can explore Sarah's experiences and emotions while also appreciating the mysterious ambiance of the abandoned house.

LESSON 1 | INTERPRETATION OF TEXTS

GENERAL PRACTICE | EXTRACT 1

Read the following extract and answer the questions.

Dear Mrs. Lopez, Director of Eco-Friendly Products,

I recently found out that your company harms the environment. It's common knowledge that our ecosystems are crucial, and we should all play a part in safeguarding them. However, your company's actions are contributing to the ongoing damage, and I find this deeply troubling.

Our ecosystems are incredibly important, and their well-being is essential for the world to thrive. Are you aware of the alarming rate at which our natural habitats are deteriorating? No? In fact, every minute, an area of forest the size of a soccer field is lost! What are the consequences? Well, the destruction of ecosystems is causing imbalances in our environment, leading to the extinction of many species and creating an unstable world for future generations.

Furthermore, these ecosystems provide us with clean air, water, and numerous resources we depend on. By degrading them, we are jeopardizing our own well-being. It's disheartening to think about the negative impact this has on our planet and the animals that inhabit it. We are losing precious species and valuable resources that could have helped us tackle serious environmental challenges.

For all these reasons, I strongly urge you to reconsider your company's manufacturing processes. It's time to switch to eco-friendly materials and practices that support and nurture our ecosystems. By making this change, you can demonstrate to the world that your company is committed to responsible and sustainable business practices. Failure to do so could have dire consequences for our planet and future generations.

Yours sincerely,
Ella Patterson

Answer the following questions.

1. What is the activity of the addressed company?

………

2. The text is an e-mail. What is the purpose of this email?

………

3. Look at lines 5-10.

“Every minute, an area of forest the size of a soccer field is lost.” (Line 7)

a. What does this quotation suggest about the consequences of environmental pollution?

………

b. What can the destruction of the ecosystem result in? Give two ideas.

- ……………………………………………………………………………………………………
- ……………………………………………………………………………………………………

4. What action does the writer want the company to take?

………

5. How does the writer tempt the addressee to urge them carry out his suggestions?

………

GENERAL PRACTICE | EXTRACT 2

Read the following extract and answer the questions.

"Come on, Mia," encouraged Alex. "Show them what you're made of."

The raucous noise of the stadium engulfed Mia, making it nearly impossible to hear her best friend, Alex. She tried to tune out the thunderous applause and the roar of the crowd, focusing solely on her own determination. Her heart raced inside her chest, threatening to break free. Mia forced herself to concentrate on her legs.

Big mistake!

Her thigh muscles felt as though they were clamped in a vice, burning with intensity.

"Come on, Mia!" Alex's shouts grew more urgent, his voice a lifeline in the chaos.

"What a weakling!" scoffed a voice from the sidelines. "Look at her, sweating bullets. She's barely managed five laps!"

Mia didn't need to glance over to identify the source; it was Chloe.

“I'm not weak,” Mia thought. “I'll prove her wrong! I can do this; I know I can. I just need to push!”

With gritted teeth, Mia willed her legs to move faster, to carry her around the track. It felt like an elephant had settled on her back. Her coach always said she needed to build more muscle, but right now, she felt anything but strong.

"Almost there, Mia. Keep going!" Alex's voice cut through the clamor—a lifeline of encouragement.

She can do it... She can do it...

But she couldn't!

Mia stumbled and collapsed onto the track, her palms stinging from the impact. Pain coursed through her, but it was nothing compared to the disappointment welling up inside. She had failed.

"Oh!" The crowd let out a collective sigh of disappointment, as if Mia had let them down too. She glanced around; some people were leaving, others shaking their heads in disappointment, and others giving her this sympathetic look she has always hated.

"I knew she couldn't finish those laps," Chloe sneered. "Pathetic."

"Cut it out, Chloe," Alex snapped. "Mia's effort was her best."

"Her best isn't much, is it?" Chloe replied. "I could do better in my sleep."

Mia wished Alex would stop defending her. Even though she appreciated it, it only made her feel worse. She caught her breath and pulled herself up, determined to prove everyone wrong.

Answer the following questions.

1. What does 'Big mistake' (Line 6) refer to?

………

2. Mia is always bullied by Chloe. Give a quotation from lines 6-12 that shows this.

………

3. a. What was the coach's advice to Mia?

………

b. Give evidence that shows his advice was correct.

………

4. What doe Alex's attitude tell us about his character?

………

5. "I could do better in my sleep." (Line 29)

What does this quotation suggest about Chloe?

………

6. Why did Mia wish Alex would stop defending her?

………

7. From whose point of view is the story told?

………

UNIT 1 | READING

LESSON 2 | STRUCTURE OF TEXTS (OBJECTIVES)

READING
5Rs.01 Explore and describe the progression of ideas in a text; compare the progression in different texts.
*5Rs.02 Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.
5Rs.03 Explore and recognise how different effects can be achieved by sequencing sections and paragraphs in different ways.

LESSON 2 | STRUCTURE OF TEXTS

What is Structure of Texts?

Think of the structure of a text like the blueprint for building a house. Just like you need a plan to build a house, authors use the structure to organize their writing. It helps them arrange their ideas and information in a way that makes sense, just like a blueprint helps builders know how to construct a house correctly.

The structure of a text is like a roadmap for the writer. It makes sure their writing is organized and easy to understand, just like a blueprint helps builders know where each part of the house goes.

Here are the main things to know about the structure of texts:

- **Organization:** Imagine a house with different rooms for different purposes, like a living room, kitchen, and bedrooms. In a text, there are different sections or paragraphs that have specific information and purposes. It's like the architect planning how each room in a house will be and how they connect.

- **Flow and Coherence (Progression of Ideas):** The structure of a text helps ideas flow smoothly so readers can understand the writer's message. It's like having a well-planned house where you can move from one room to another without any problems. For example, in stories, authors use things like flashbacks and chronological order to make sure the story makes sense.

- **Linking Ideas:** To connect ideas in a text, authors use words like "and," "but," "because," and "then." Each paragraph in a text is like a building block that's carefully arranged and connected to create the whole story or message. It's similar to how the blueprint of a house shows how all the rooms and walls fit together like building blocks to make the entire house.

So, just like a house needs a plan to be built, a text needs a structure to help the writer and the reader make sense of the information or story.

LESSON 2 | STRUCTURE OF TEXTS

TOPIC 1 | ANALYSING THE STRUCTURE OF FICTION TEXTS

Texts can be fiction or non-fiction ones; each has its own distinct structure.

Fiction texts follow a common structure:

- **Exposition:** the opening of the story in which the setting is set, the characters are introduced, and an idea about the plot is provided.
- **rising actions:** the part in which the incidents develop.
- **Climax:** the peak of the incidents in which the conflict gets so complicated.
- **Falling actions:** the part when the conflict / the complexity of the narrative starts to be solved.
- **Resolution:** The part in which the conflict is solved.

After exploring the main structure of fiction texts, a closer look should be given to the detailed structure. How is the text organised? How does the progress of ideas go and how time is handled? How are the ideas linked?

1. Text organisation: Fiction texts must be organised in paragraphs, each of them deals with one of the plot stages. Also, chapters can be used to organise the ideas and support the overall cohesion of a text.

2. Ideas progression and handling of time: Fiction texts can be organized in a chronological order or in a non-chronological one. There are various techniques the writers use to sequence the events and to convey certain effects. Amongst these techniques are flashbacks and flashforwards:

- Flashbacks: a scene or event from the past is inserted into the current timeline of a story.
- Flashforward: a scene or event from the future is shown before it happens in the chronological order of the story.

Choosing the timing techniques is the writer's own choice depending on their style and literary taste.

3. Use of connectives: Time and place connectives should be used when structuring a fiction text in order to keep the cohesion and the flow of the incidents.

Let's explore the following excerpt as an example:

Excerpt 1 (Fiction)

The Missing Melody

Mai stared glumly at the dusty attic trunk. Her grandma, Nana Melody, had always kept it locked, whispering stories of a long-lost treasure inside. Now, with Nana Melody gone on a surprise adventure (again!), Mai had a chance to peek.

As she touched the rusted lock, a memory flickered in her mind. Sunlight streamed through the dusty attic window, illuminating a younger Nana Melody, a mischievous glint in her eyes. She held a small, silver locket close to her chest.

"Promise, Mai," a voice echoed in Mai's head, so clear it startled her. "You'll never let anyone take this."

The memory faded as fast as it appeared, leaving Mai with a strange warmth spreading through her chest. She forced the trunk open. Inside, nestled amongst moth-eaten scarves, lay the silver locket. It felt strangely familiar, as if it held a secret waiting to be unlocked.

Suddenly, the attic shimmered and disappeared. Mai found herself in a lush rainforest, the air thick with humidity and the calls of exotic birds. Panic surged through her, but before she could scream, a figure emerged from the trees. A boy, no older than her, with bright green eyes and a mischievous grin.

"Welcome, Mai," he said, "to the Melody Isles."

"Who are you? Where am I?" Mai stammered.

"I'm Kai," the boy said, "and this place holds a secret. A secret Nana Melody swore to protect."

Kai explained their island was once filled with music. Trees played melodies on the wind, flowers chimed like bells, and waterfalls sang lullabies. But now, a chilling silence had fallen. The culprit? A grumpy, music-hating troll named Grobble.

A sudden image flashed in Mai's mind. Nana Melody stood defiant before a towering, green-skinned troll. The troll thundered, his voice echoing in Mai's ears. The image vanished as quickly as it appeared.

"The locket holds the key to restoring the music," Kai whispered, "but Grobble stole it years ago. Nana Melody must have retrieved it!"

Following a winding path, they reached Grobble's cave. Inside, a grotesque creature snored, clutching a familiar silver locket. Mai and Kai exchanged a worried look. Then, an idea sparked in Mai's eyes.

She remembered a lullaby Nana Melody used to sing when she was scared.

Taking a deep breath, Mai began to hum. It started shaky, but soon, the melody filled the cave. Grobble stirred, his frown twisting into a puzzled grimace. Gradually, the cave echoed with the forgotten melody, a melody that seemed to resonate with the locket in Mai's hand.

Grobble moaned and clutched his head, the locket slipping from his grasp. Kai snatched it. As soon as he touched it, a vibrant light filled the cave. Outside, birdsong filled the air. The Melody Isles were alive with music once more.

The locket pulsed with warmth in Mai's hand. With a wink, she vanished, reappearing back in the dusty attic. The sun slanted through the window, casting long shadows. Had it all been a dream? The locket, warm in her palm, confirmed it wasn't. A small smile played on her lips. She had an adventure of her own now, and a secret to keep—the Melody Isles needed protecting, and the power of music was a treasure worth defending.

The text follows the general structure of fiction texts (exposition, rising actions, climax, falling actions and conclusion). Let’s examine the more detailed features of its structure:

- Organisation

Is the story divided into paragraphs? Does each paragraph represent a stage / phase in the story?

The story follows a clear narrative structure: Mai begins in the attic, introducing the mystery of the locked trunk and Nana Melody’s legacy. Upon opening the trunk, Mai is transported to the Melody Isles, where she learns about the island's silence and meets Kai. The climax occurs when Mai sings a lullaby to subdue Grobble and restore the island's music. The falling action sees the island rejuvenated, and Mai returns to the attic, concluding with her reflection on the adventure's reality, affirmed by the warm locket in her hand.

- Ideas progression and handling of time

Do incidents flow coherently in a logical way through which we understand how each incident leads to the other?

The ideas in the story progress logically and smoothly: Mai’s curiosity about the trunk and discovery of the locket set the stage for her magical adventure. The transition to the Melody Isles, marked by a shimmer, shifts the story from realistic to fantasy. Kai explains the island’s problem and their plan to retrieve the locket from Grobble drives the action. The successful retrieval and restoration of the island’s music lead to a satisfying conclusion as Mai returns to the attic, reflecting on her adventure. The story effectively handles time, using brief flashbacks that reveal Mai’s past interactions with Nana Melody and provide context for the locket's significance.

- Linking Ideas

Are the ideas and incidents of the story linked together through connectives?

Time and place connectives, like ‘as soon as, then, soon’, are used throughout the text to link the incidents in a coherent way.

LESSON 2 | STRUCTURE OF TEXTS

TOPIC 2 | ANALYSING THE STRUCTURE OF NON-FICTION TEXTS

"Non-fiction texts have a special way of being put together. They usually have these parts:

- Headline: This is like the book's name. It tells you what the text is about.

- Introduction: The beginning of the text is where the author gets your attention. It's like the start of an exciting adventure! They also tell you what the text will talk about.

- Body: The middle part has all the important stuff. It's like the heart of the text. The author writes about their ideas, reasons, and facts.

To make it easy to read, we split our texts it into parts called paragraphs. Each paragraph has a main idea, like the most important thing to know. We use something called the "PEEL Method" to make each paragraph clear. It's like building with blocks. First, they tell you the main idea (point), then they explain it (explanation), show you proof (evidence), and finish by connecting everything together (Link).

To effectively organize the body section, two key steps are essential:

*Using tools for organisation that help you understand better. Like subheadings for each part, or lists with bullet points. Sometimes, numbers and symbols are used to make things organized.

*Using "connectives" to make sure everything flows smoothly. These words help connect ideas and make the text easy to follow. It's like a road with signs that show you where to go. They can talk about things in order, say what causes something, or compare different ideas.

- Conclusion: Finally, there's the ending. It's like when a story finishes. Here, the author reminds you about the important things they talked about in the middle. They also say the main idea again. Sometimes, they add their last thoughts or what you should do next. The ending wants you to remember what you learned."

To make the concept of the structure of non-fiction texts clearer, let's read the following excerpt:

Excerpt 2 (Non-fiction):

Climate Change

Climate Change

Climate change is a big problem that affects the whole world. It's important for us to understand how it's changing our planet because it will impact not only us but also the animals and plants that live here. The serious climate changes we are experiencing right now are a big concern, and we need to talk about them and take real steps to stop them.

The Effects of Climate Change

Climate change causes a lot of problems for our environment. When the Earth gets warmer, ice at the North and South Poles starts to melt, making the sea levels rise. This rising water can be dangerous for places near the coast. We're also seeing more extreme weather events like strong hurricanes, long droughts, and really hot heatwaves. These events are happening more often and are causing problems for farming, our water supply, and where people live.

How Scientists Are Helping

To understand and solve these problems, scientists are studying the Earth's systems very closely. They're working hard to figure out what's happening and how we can make things better. We all need to work together as a group – countries and communities – to find good solutions for climate change.

Why We Need to Work Together

Different countries and communities have different impacts on climate change, and some have more resources to fight it than others. But we can't solve this problem alone. We need to join forces and help each other. This means that countries should share what they know, help each other with new technology, and start using sustainable practices that won't hurt the environment.

Important Facts about Climate Change

Climate change is already causing problems, like melting ice, more wildfires, and strange weather.
If we don't do something about climate change, it will harm farming, animals, and people's health.
We have to act now to stop the Earth from getting too warm and causing even more damage.

Why We Need to Act Fast

Scientists say that the longer we wait to take action on climate change, the harder it will be to fix it. We can help by using cleaner energy sources, taking care of nature, and telling others about the problem. Together, we can make our planet healthy and safe for the future.

In Conclusion, dealing with climate change is a big job, and we need to work together to do it. It's important to understand how serious this issue is and to act quickly. If we do, we can make sure our planet stays beautiful and diverse for many generations to come.

Excerpt 2 follows the conventions of non-fiction text's structure (Introduction, body, conclusion). Let's examine the more detailed features of its structure:

- Organization:

The text is well-structured with clear sections, bullet points, and subheadings, following the conventional non-fiction text structure of an introduction, body, and conclusion. Each section is dedicated to a specific aspect of climate change, making it easy for advanced Year 5 graders to follow the information.

- Flow and Coherence (progression of ideas):

The text maintains a logical flow of ideas, with each section building upon the previous one:

*It begins with an engaging introduction that highlights the importance of understanding climate change and its potential impact on the planet.

*The body of the text is divided into sections that explore the effects of climate change, how scientists are addressing the issue, the importance of collective action, and critical facts about climate change. This progressive arrangement helps convey the topic comprehensively.

*The text concludes by emphasizing the urgency for action and the need for collaboration. The progression of ideas is clear and aids in the understanding of the topic.

- Linking Ideas:

The text effectively links ideas using transitional phrases and cohesive sentences. For instance, subheadings like "The Effects of Climate Change" and "Why We Need to Work Together" serve as clear markers that guide the reader through different sections. Within paragraphs, phrases like "To understand and solve these problems" and "However" help establish logical connections between ideas. Furthermore, "Why We Need to Act Fast" uses "Scientists say" as a way to introduce expert opinion and connect to the urgency of taking action.

General Text Features Related to Structure

As explained previously, the structure of texts is akin to the plan of a house; therefore, writers have the liberty to employ various layouts and internal structures to create their unique style and add a distinct touch when outlining their written work.

Additionally, there are several structural techniques applicable to both fiction and non-fiction texts that can create specific effects and influence readers:

- Starting a new section to indicate a change of topic, viewpoint, time (in both fiction and non-fiction), or a change of character and setting (in fiction).

- Utilizing single-sentence paragraphs, which serve multiple purposes and have various effects:

    1. Creating a powerful, dramatic, exciting, suspenseful, or thrilling effect.
    2. Establishing shock, surprise, or startlement.
    3. Affecting the mood of the text, adding tension, drama, excitement, or portraying a desperate situation.
    4. Highlighting a crucial part or the climax of the story, making the "problem" stand out.
    5. Creating a strong impact and capturing the reader's attention.
    6. Introducing a new character.
    7. Shifting the reader's attention from one point to another.

In summary, the structure of texts, whether fiction or non-fiction, plays a vital role in facilitating understanding, and the more organization employed, the more accessible and appealing the texts become.

How do the questions about structure of texts appear in the exam?

The following are some common structure of texts question format:

- (A connective 'for example on the other hand') is used to…(its function, for example introducing an opposite idea). Which phrase is used in the same way in the text?
- The text is structured in different ways to make the information easy to read. Give two of the ways.
- Which two themes occur throughout the text?
- The writer uses many adverbial phrases to help structure the text. Give one / two… examples of an adverbial phrase of…
- Give one example of an adverbial phrase of …which introduces a new paragraph.
  Why is a new section started here?

- Why is a new section started here?
- The writer gradually lets us know that…Find evidence, give one piece of evidence from the second section, give one piece of evidence from the third paragraph…
- How does the writer link the ideas between the first and second paragraph?
- The information in the …paragraph connects back to the …paragraph. Explain how. Give one / two ideas.
- Match each idea with the correct paragraph of the text.
- (A sentence) is written on a separate line. Why has the writer done this?
- Choose the best heading for …paragraph.
- In text…the writer uses paragraphs to structure the text. What other features does the writer also use to structure text…?
- Explain how the writer uses structure to attract our interest.
- Which of the following is used throughout text…
- Number the following events as they happened in the text.
- Text … is a …(genre)Explain how the paragraphs of this … (text genre) are organised.
- Why does the writer use bullet points in the final paragraph?
- Give one reason why subheadings are used in the text.
- Which of the features below are used throughout text…
- Draw lines linking the paragraphs to their main themes.
- What effect does the writer create by including a single-sentence paragraph?
- What does the last paragraph in text…do?
- Give one reason why it is important to have an effective headline?
- Which text features are used in text…?
- Why is… (a sentence) written on a separate line?

The above questions are some common formats for the structure of texts questions. Other formats can be encountered.

PRACTICE TIME | EXTRACT 1

Read the following extract and answer the questions.

Volcanoes: The Fiery Giants of the Earth

Volcanoes are one of the most fascinating and powerful natural phenomena on Earth. Found in certain regions of the world, these majestic mountains hold within them a fiery secret that has captured the imaginations of people for centuries. Not only volcanos are different in their formation but also the impact they have once erupted is incomparable.

What are Volcanoes?

To begin with, volcanoes are mountains with a twist. Unlike regular mountains that form from the shifting of Earth's crust over millions of years, volcanoes are created more dramatically through volcanic activity. Over centuries, the accumulation of molten rock, known as magma, builds up beneath the Earth's surface in specific hotspots. Gradually, this pressure leads to eruptions, where the magma bursts through the crust, forming a volcano's distinct cone-shaped structure. The opening in the Earth's crust through which this molten rock and gas escape is called a vent.

Inside a Volcano

The vent is the starting point from which we move down to reach the heart of the volcano. Inside, there is a vast chamber that holds the seething magma. This underground reservoir serves as the source of a volcano's tremendous power. It is a mixture of molten rock, gases, and mineral crystals. Over extended periods, the magma accumulates, and when the pressure becomes too great, an eruption occurs. The type of magma and gases it contains play a significant role in determining the volcano's behavior during an eruption. Some volcanoes erupt gently, with slow-moving lava cascading down their slopes, while others can erupt explosively, sending ash, rocks, and gas high into the sky.

Volcanic eruptions and their impact

Volcanic eruptions have both positive and negative effects on the surrounding environment. Let's explore some of these impacts through the following points:

- Fertility and Land Formation: Volcanic eruptions release nutrients into the soil, making it fertile for agriculture. The volcanic ash and lava create new landforms, shaping the Earth's surface.

- Destruction and Threat: On the other hand, the hot lava and ash from eruptions can cause significant destruction. They have the potential to destroy forests, buildings, and entire towns, posing a threat to the lives of people living nearby.

- Climate Influence: Volcanic ash and gases can also affect the climate. In the short term, they can cause cooling by blocking sunlight. In the long term, they may have impacts on weather patterns, leading to changes in the environment.

In conclusion, volcanoes are geological marvels that set as a reminder of the ever-changing nature of the planet. Their formation, internal processes, and eruptions contribute to shaping the Earth's landscapes and influencing the environment in both constructive and devastating ways. Scientists diligently study these fiery giants to gain insights into their behavior and to safeguard communities from potential hazards.

Answer the following questions

1. The text is structured in different ways to make the information easy to read. Give **two** of the ways.

- ……………………………………………………………………………………
- ……………………………………………………………………………………

2. Look at the second paragraph (Lines 5-11).

'Over centuries' (Line 7) is an adverbial phrase of time used to indicate duration.

a. Give **one** example of another adverbial phrase of time the writer has used to structure the paragraph.

……………………………………………………………………………………

b. Which word is used to introduce an opposite idea?

……………………………………………………………………………………

3. How does the writer link the ideas between the second and third paragraphs?

……………………………………………………………………………………

4. Look at the fourth paragraph (Lines20-30).

a. How does the writer link the second point to the first one?

……………………………………………………………………………………

b. How does the writer link the third point to the second one?

……………………………………………………………………………………

5. Which of the features below are used throughout the text? Tick two boxes.

chronological order ☐

third person ☐

rhetorical questions ☐

past tense ☐

facts and technical words ☐

PRACTICE TIME | EXTRACT 2

Read the following extract and answer the questions.

Purring Masterpiece

Amelia found herself seated nervously across from the formidable Mrs. Kensington, a renowned art collector, in a lavish drawing-room filled with priceless artworks. Her father, a talented painter and restorer, had secured a meeting with Mrs. Kensington to discuss a potential job opportunity.

However, there was a slight problem.

Amelia's mischievous Siamese cat, Mozart, had somehow sneaked into the drawing-room and now perched on the armrest of Amelia's chair.

Mrs. Kensington's icy stare fixed on Mozart, and her expression turned stern. "You failed to mention in your application that you were bringing...a cat," she remarked, her disapproval evident in her tone as she looked from Amelia to her father.

Beside Mrs. Kensington stood her elegant daughter, Charlotte, who seemed intrigued by Mozart's presence, a glint of amusement in her eyes. Unlike her mother, Charlotte appeared more open-minded and even gave Amelia a warm smile.

Trying to control the situation, Amelia gently scooped Mozart into her arms, whispering soothing words to him. "I'm sorry, Mrs. Kensington. Mozart is my loyal companion, and he somehow managed to slip in without us noticing."

Mrs. Kensington's disapproval softened ever so slightly at the sight of Amelia's affection for her cat. "Well, it's quite unorthodox to bring a cat to such a formal meeting," she huffed, "but I suppose we can overlook it this once."

Amelia's father quickly interjected, "Thank you for your understanding, Mrs. Kensington. I assure you, Mozart will be quiet and well-behaved throughout our discussion."

Amelia showcased her father's masterpiece—silence fell.

Mrs. Kensington seemed to be lost in the details of the painting.

A purr broke the silence sending a shiver down Amelia's spine.

Mrs. Kensington's stern expression tightened, and her gaze locked onto Mozart.

"I must admit, your cat is quite fascinating," Charlotte commented, her eyes fixed on Mozart's mesmerizing blue eyes. "What's his name?"

"His name is Mozart," Amelia replied with a smile, relieved to divert attention from the tense atmosphere. "He's quite the charmer and brings joy to our lives," she continued, raising her voice to drown out both the purr and the rapid thumping of her heart.

As the meeting continued, Mozart's presence seemed to create a unique atmosphere in the room. Mrs. Kensington's stern façade softened occasionally as she watched the cat's playful antics, while Charlotte couldn't resist petting him whenever he approached her.

By the end of the meeting, Mrs. Kensington surprised everyone by offering Amelia's father the job. "Your talent as a restorer is remarkable, and your daughter's devotion to her cat is endearing," she said, her voice holding a touch of unexpected warmth.

Amelia's heart swelled with joy and relief, knowing her father's dream job was secured. She glanced at Mozart, who seemed to have won over Mrs. Kensington and her daughter with his charm.

As they left the drawing-room, Charlotte followed them to the door, still beaming at Mozart. "He really is an extraordinary cat," she said. "I hope to see him again someday."

Amelia smiled gratefully. "You're welcome to visit anytime, Charlotte."

With a newfound respect for the power of an unexpected companion like Mozart, Amelia and her father walked out of the grand mansion. Mozart had not only melted the heart of a formidable art collector but also secured a bright future for their family in the world of art restoration.

Answer the following questions.

1. Look at lines 1-7.

How does the writer use structure to create suspense? Give one way.

……………………………………………………………………………………………………

2. Give an adverbial phrase of place which introduces a new paragraph.

……………………………………………………………………………………………………

3. Look at lines 22-25.

The writer structures this part using single-sentence paragraphs.

a. Why is “Amelia showcased her father's masterpiece—silence fell” written on a separate line?

……………………………………………………………………………………………………

b. Why is "A purr broke the silence sending a shiver down Amelia's spine" written on a separate line?

………

4. Look at line 26.

Why does the writer start a new paragraph? Tick **one** box.

To show a change of…

setting ☐

mood ☐

time ☐

stage ☐

5. Look at lines 31-41.

Give three adverbial phrases of time the writer uses to sequence the incidents.

- ………
- ………
- ………

6. Number the following events as they happened in the text.

Mrs. Kensington aggression towards Mozart changed ………

Amelia's father was trying not to lose his life-time chance ………

The cat started to act in its typical manner ………

Charlotte showed absolute attachment towards Mozart ………

A disapproval towards the presence of Mozart is revealed ………

UNIT 1 | READING

LESSON 3 | APPRECIATION AND REFLECTION (OBJECTIVES)

READING
*5Ra.01 Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
5Ra.02 Express personal responses to texts, including predictions, opinions and reflections.
5Ra.03 Develop preferences about favourite writers and share recommendations with others.
5Ra.04 Begin to consider how readers might react differently to the same text, depending on where or when they are reading it.

LESSON 3 | APPRECIATION AND REFLCTION

What is Appreciation and Reflection?

In term of literature, appreciation and reflection is the ability to understand, enjoy, and evaluate literary works.

Appreciation: In the context of literature and texts, appreciation refers to the act of recognizing and valuing the artistic, literary, and intellectual qualities of a work. It involves understanding and acknowledging the various elements that contribute to the text's richness, such as language use, writing style, themes, character development, and the overall craftsmanship of the piece. Appreciation goes beyond mere enjoyment and delves into a deeper understanding and admiration for the creative aspects of the text.

Reflection: In the context of literature and texts, reflection involves thoughtful consideration and examination of the content and themes presented in the work. It requires the reader to engage with the text on a more personal level, making connections between the text and their own experiences, beliefs, and perspectives.

Understanding Appreciation and Reflection

To make it clearer, imagine your friend has asked you whether you think their outfit is nice or not. Your answer with ‘yes / no’ is the ‘appreciation’. Appreciation is like giving a compliment to your friend about their outfit or vice versa. You notice and admire how their clothes are stylish, well-coordinated, and suit them perfectly or you negate this.

On the other hand, Reflection is like sharing your thoughts and feelings about your friend's outfit, providing explanation / evidence about your previous ‘yes / no’ answer (appreciation) based on your own experiences and preferences. You might say, "Your outfit reminds me of a vacation I had by the beach because of the vibrant colors and tropical patterns. It makes me feel happy and relaxed." In this case, you are making a personal connection to the outfit, relating it to your past experiences, and expressing how it makes you feel.

Read the following excerpts:

Excerpt 1:

You've got your travel plans ready, and Italy awaits with its mesmerizing allure, from its rich history to its diverse landscapes and artistic heritage. However, with so many enchanting destinations to explore, it can be challenging to decide on the best itinerary for your Italian adventure. Here are some questions to help you plan your unforgettable visit to Italy.

Where do I want to go in Italy?

Italy offers a treasure trove of destinations, each with its own unique charm. Are you drawn to the iconic landmarks of Rome, the romantic canals of Venice, the stunning Amalfi Coast, or the artistic treasures of Florence? Deciding on your preferred locations will guide you to the perfect itinerary that resonates with your interests.

How long a trip do I want?

Visiting Italy can range from a short getaway of a few days to a more extended journey of weeks or even months. If you're looking to get a taste of Italian culture and landmarks, a shorter trip might suit you. On the other hand, a longer visit allows for a deeper immersion into the country's rich history, traditions, and way of life.

How much traveling around do I want to do?

Some travelers prefer to cover multiple cities and regions in one trip, savoring the diversity of Italy's landscapes and cultural experiences. This can mean visiting bustling cities, charming villages, and serene countryside in one journey. However, if you prefer a more relaxed pace and want to delve deeper into the details of local culture and atmosphere, consider focusing on one specific area and exploring it thoroughly.

What else do I want to do while I'm in Italy?

While exploring Italy's landmarks and cultural sites might be a priority, you may also want to savor the local cuisine, unwind in picturesque cafes, or simply soak in the beauty of the surroundings. Optional excursions to nearby attractions, art-filled museums, or leisurely walks in beautiful gardens can complement your Italian adventure, providing a well-rounded experience of the country's charms.

Question:

“You are going to visit Italy. Would you prefer to stay in one place or go to many different places?

Tick one box.

I would prefer to stay in one place ☐

I would prefer to go to many different places ☐

Explain your choice giving evidence from the text.”

This question targets ‘appreciation’. When choosing your ‘preference’, you have to Explain why this is your choice and to bring evidence about your claim from the text. The evidence in this case can be a quotation or statement but include a key word from the text.

Example answer:

Option 1: In case of choosing “I would prefer to stay in one place”

Reason for your choice: Staying in one place would be more relaxing and it is going to grant be the opportunity to learn more about some specific aspects of the beauty of Italy and not to be distracted.

Evidence from the text:

- “If you prefer a more relaxed pace and want to delve deeper into the details of local culture and atmosphere, consider focusing on one specific area and exploring it thoroughly.” (Direct quote)
- Exploring one area offers a more ‘relaxed pace’ and more examination of the ‘details’ of the culture and atmosphere. (Key words from the text are included)

Option 2: In case of choosing “I would prefer to go to many different places”

Reason for your choice: Going to many different places around Italy is a good chance to enjoy the beauty of variable places, landmarks and Italian cultures. It offers an opportunity to explore cities and countryside all together.

Evidence from the text:

- "…cover multiple cities and regions in one trip, savoring the diversity of Italy's landscapes and cultural experiences. This can mean visiting bustling cities, charming villages, and serene countryside in one journey." (Direct quote)
- Moving from one place to another makes enjoy the beauty and adventure in 'bustling cities' as well as savoring the charm of the 'villages' and 'serene countryside' in 'one journey.

Excerpt 2:

"Paris emerged from the morning mist, a city of old-world charm and enchanting beauty. Young Milo, a boy of twelve, stepped off the steam train with his mother, their suitcases in hand. They were on an adventure to visit Milo's uncle in the heart of Paris.

As they were waiting for a cab to appear, Milo couldn't contain his excitement until they found one. The journey through the cobblestone streets was filled with sights and sounds that seemed to dance around him like magic. But as they arrived at his uncle's apartment building, a hint of uncertainty crept into Milo's mind.

The building stood tall and proud, yet its age showed through weathered facades and ornate ironwork. Milo's mother exchanged a handful of coins with the cab driver, revealing the frugality of their trip. "Are you sure this is the place?" asked Milo, feeling a mix of excitement and nervousness.

His mother reassured him with a smile, "Yes, darling. It's your uncle's flat, right under the roof. It may be a bit small, but we'll make it work for our stay."

They climbed the staircase since there was no elevator, and Milo's heart raced as they reached the top floor. His mother opened the door, and Milo burst into the apartment. "Grandpa!" he called out, but it was his uncle who stood before him.

Milo's uncle welcomed them warmly, although a hint of concern showed in his eyes.

After the initial excitement, Milo's mother sent him off to find his room, which was at the end of the corridor. As he entered, he noticed the creaking floorboards and the vintage decor, but his eyes were drawn to the window offering a view of the lively Parisian street below and of Milo's long-waited sight — Eiffel Tower.

The room might have been small, but Milo found comfort in its coziness. He sat on the bed, his thoughts whirling like leaves in the wind. There were good aspects to this visit, being in Paris with his family, the thrill of adventure, and the joy of seeing his uncle again. But he couldn't ignore the historical charm of the apartment, the echoes of a bygone era etched into every corner.

Yet, as Milo gazed out the window, he couldn't help but feel an appreciation for the vibrant city that awaited him and for The Tower. Paris was a place of wonders, a place where dreams could come true. And even in a tiny room, with creaking floorboards and vintage decor, Milo knew that this visit would hold special memories and unforgettable experiences.

With a determined smile, Milo embraced the magic of Paris, ready to cherish every moment in this historical setting. He knew that every step he took in this city would be a step back in time, immersed in the rich tapestry of its past.

Question 1:

Would you want to live in a flat like uncle's? Tick one box.

Yes ☐

No ☐

Give one reason and one piece of evidence from the text to support your answer.

This is a 'reflection' question. It targets your personal response and reaction towards a specific point based on the information provided I the text.

Answer:

Option 1: The answer is 'yes'

Reason:

The building was in a lively street in Paris and Milo's room was comfortable, full of the magic of the past and above all viewing Eiffel tower.

Evidence:

- '…the window offering a view of the lively Parisian street below and of Milo's long-waited sight — Eiffel Tower.'
- '…but Milo found comfort in its coziness.'

Option2: The answer is ‘no’

Reason:

The building is in a bad condition, there is no elevator, the room was small with worn-out wooden floor and the decoration was out of date.

Evidence:

- ‘…its age showed through weathered facades and ornate ironwork‘
- ‘They climbed the staircase since there was no elevator.’
- ‘the creaking floorboards and the vintage décor’
- ‘And even in a tiny room, with creaking floorboards and vintage décor…’

Question 2

Give two ways we know this story is set several years ago.

- They travel by a ‘steam train’.
- The streets were made of ‘cobblestone’
- ‘coins’ are used to pay the cab fair
- Milo and his mum’s bags had no wheels; they carried it by hand

The following are some common formats for ‘appreciation and reflection’ questions:

- Would you prefer to … (an option) or … (another option)? Tick one box (yes and no boxes). Explain your choice giving evidence from the text.
- Do you think … (yes and no boxes)? Tick one box. Give evidence from the text to support your answer.
- Would you want to … (an option)? Tick one box (yes and no boxes). Give one reason and one piece of evidence from the text to support…
- Give one / two ways we know this story is set in the past / present…
- Do you think you would like to have been a… (an option) Tick one box (yes and no boxes). Give one reason and one piece of evidence from the text to support…
  Look at the whole text. This story is set many years ago. Give one / two pieces of evidence from the text that show us it is set … or Give two reasons and one piece of evidence to…
- Who is the target audience of text…
- Text … is a / an … (genre). Who is the text aimed at?

UNIT 2 | WRITING

WRITING
*5Wc.01 Develop creative writing in a range of different genres of fiction and types of poems.
5Wc.02 Use effective planning to inform the content and structure of writing, e.g. paragraphs or sections.
5Wc.03 Write new scenes or characters into a story; rewrite events from the viewpoint of another character.
5Wc.04 Express a viewpoint in fiction through a character's opinions about a setting or other characters.
5Wc.05 Write a playscript, including production notes and stage directions to guide performance.
*5Wc.06 Develop writing for a purpose using language and features appropriate for a range of text types.
*5Wc.07 Develop writing of a range of text types for a specified audience, using appropriate content and language.
5Wc.08 When writing non-fiction texts, present and justify a consistent viewpoint.
5Wp.01 Write legibly and fluently for different purposes, including choosing the writing implement that is best suited for a task.
5Wp.02 Explore and use different ways of making notes (e.g. bulleted lists, mind maps) and use them to inform writing.
*5Wp.03 Begin to choose appropriate ways to lay out and present texts to suit the purpose and audience (handwritten, printed and onscreen).
*5Wp.04 Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect.
*5Wp.05 Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

LESSON 1 | NON-FICTON WRITING

TOPIC 1 | PREPARATION FOR NON-FICTION WRITING

Non-fiction writing is a form of literary expression that deals with real events, facts, and information rather than imaginary or fictional content. Preparing for non-fiction writing is crucial to ensure that the final piece is well-structured, and effectively communicates the intended message to the readers.

To create a well-crafted piece of non-fiction writing, there are two main steps that should be applied before setting pen to paper.

Step 1: Considering the general framework that should be followed before writing.

This framework is referred to as 'GAPS'.

GAPS stands for Genre, Audience, Purpose, and Style. It's a helpful tool for writers. GAPS helps you think about the type of writing, who will read it, why you're writing, and how to express your message clearly. It guides you in choosing the right style for your writing.

GENRE

The genre is the category in which your piece of writing will belong. For example, it could be a letter, a report, an essay etc.

AUDIENCE

The audience is the intended reader: the person to/for whom you are writing. For example, are they a peer? A wide diverse audience? People who understand technical jargon?

N.B: "JARGON" REFERS TO SPECIALIZED OR TECHNICAL VOCABULARY AND EXPRESSIONS THAT ARE SPECIFIC TO A PARTICULAR FIELD.

PURPOSE

The purpose is your reason for writing. Are you writing to inform someone of something? Are you writing to entertain, persuade, etc.?

STYLE

The style is the language you use, your word choice and tone. For example, should you use formal or informal language? Do you need specific techniques such as persuasive ones?

Example:

- You work at an activity centre and your manager has asked you to write a persuasive text to go on the website to attract more visitors.

The activity centre could be at:
▪ a museum
▪ an aquarium
▪ a theme park

Before starting to write, you should circle the words or phrases that help you identify each element of the GAPS.

Genre: Persuasive writing
key word in the prompt: “write a persuasive text”

Audience: Different people of different ages who visit the website of the activity centre. Here, the common thing between your audience is that they are searching for an activity centre.
key word in the prompt: potential “visitors” of the activity centre and people who search online (It is the website of the activity centre).

Purpose: Your purpose is to persuade the website visitors to visit the activity centre.
key word in the prompt: persuade the audience to “attract more visitors”

Style: The language style to be used here should be informal and it should contain as many persuasive techniques as possible in order to attract more visitors.

Step 2: Outlining the Structure

Organising the content is essential to present information in a logical and coherent manner. Creating an outline before starting the actual writing process can provide a roadmap for both the author and the reader.

The previous steps are essential to be followed once sighting the writing task.
As mentioned before, ‘outlining the structure’ is an essential step in non-fiction writing as it is the first thing that meets the eyes of the examiner:

- Is the topic divided into paragraphs?
- Is the length of the paragraphs balanced?
- Are the paragraphs organised, etc.?

The following is to delve more into the concept of ‘outlining the structure’ in any non-fiction piece of writing

Outlining The Structure

How to Construct a Non-Fiction Piece of writing:

1- Crafting a Captivating Headline:

Your headline sets the tone for your non-fiction piece and plays a crucial role in grabbing your readers' attention. It should match the content's tone, whether formal or informal, offer a glimpse of the topic, and be intriguing. You can also use literary devices like alliteration to make it memorable.

Example:

- "The Mysterious Marvels of Space" (Informal tone, introducing an article about space exploration)
- "A Journey into the Past: Ancient Civilizations Unveiled" (Formal tone, discussing historical discoveries)

2- Creating an Engaging Introduction:

The introduction serves as the gateway to your non-fiction work. It can either draw readers in or leave them disinterested. A well-crafted introduction should include the following elements:

(a) An Attention-Grabbing Hook:

Start with an opening that instantly captures your readers' interest. It's like a magic spell that makes them curious and eager to read more. A good hook sets the tone for your piece and keeps readers engaged.

Here's an example:

"Imagine standing at the edge of an ancient forest, a place where time seems to stand still. The tall trees whisper secrets of centuries gone by, and the air is thick with the scent of history. As you delve deeper into this mysterious realm, you'll uncover tales of civilizations long forgotten and the enigmatic relics they left behind."

In this example, the hook is the opening sentence that paints a vivid picture of an ancient forest through the sensory description provided, piquing the reader's curiosity and inviting them to explore the topic of ancient civilizations further.

b) Crafting a Clear Thesis Statement:

A thesis statement is like the compass that guides your readers through the labyrinth of your non-fiction piece. It's a concise declaration of your main argument or purpose, providing readers with a roadmap of what to expect from the rest of your work. Typically, it's placed near the end of the introduction to ensure that readers have sufficient context before diving into the heart of your piece.

Example:

"In the midst of a rapidly changing world, where technology and innovation are reshaping our lives daily, it becomes increasingly crucial to understand the foundations of science. By exploring the fundamental principles of physics, we embark on a journey that unravels the mysteries of the universe, enabling us to better navigate our evolving reality."

In this example, the thesis statement is underlined and highlighted in bold, indicating its placement near the end of the introduction. It serves as a clear statement of the main argument of the piece.

3- Developing the Body:

The body of your non-fiction piece acts as its beating heart, housing all the essential arguments and discussions. It's composed of a minimum of three paragraphs, each dedicated to presenting a unique idea or point. These paragraphs are strengthened by explanations and supported by evidence. What's crucial here is the seamless connection between these paragraphs through linking sentences, which ensures a cohesive and well-structured body.

To craft efficient and well-structured paragraphs, we employ the **'PEEL' Method**:

P: Point (Topic Sentence) - This is the opening sentence of the paragraph, introducing the main idea or point that will be discussed. Sometimes, there can be two sentences following each other, both serving as topic sentences.

E: Explanation - Following the topic sentence, provide an explanation or elaboration of the main point to clarify its meaning or significance.

E: Evidence - Support the point with relevant evidence, such as examples, statistics, quotes, or data, to validate and strengthen the argument.

L: Link - Conclude the paragraph by linking back to the main topic sentence or by connecting the current point to the next one. This ensures a smooth transition between paragraphs, guiding your readers through your piece.

Example Paragraph constructed via PEEL Method

"Exploring outer space has always fascinated humanity. The vastness of the cosmos, with its shimmering stars and mysterious planets, has beckoned us to learn more about our universe. Space exploration has not only satisfied our curiosity but has also contributed to numerous scientific discoveries. For instance, the Apollo moon missions provided valuable data about our moon's composition, helping us understand its origins and evolution. Similarly, the Hubble Space Telescope has captured breathtaking images of distant galaxies, expanding our knowledge of the universe's vastness and beauty. Space exploration represents our unyielding quest for knowledge and our determination to unravel the mysteries of the cosmos."

Analysing the PEEL Method in the paragraph:

P: "Exploring outer space has always fascinated humanity."

The topic sentence introduces the main point, emphasizing humanity's enduring fascination with space exploration.

E: "The vastness of the cosmos, with its shimmering stars and mysterious planets, has beckoned us to learn more about our universe."

The explanation follows the topic sentence, providing context for why space exploration is captivating by describing the vastness and allure of the cosmos. The explanation is continued through this sentence: "Space exploration has not only satisfied our curiosity but has also contributed to numerous scientific discoveries."

E: "For instance, the Apollo moon missions provided valuable data about our moon's composition, helping us understand its origins and evolution."

The evidence follows the explanation, giving a specific example (the Apollo moon missions) that supports the idea that space exploration contributes to scientific knowledge. And another example is provided: “Similarly, the Hubble Space Telescope has captured breathtaking images of distant galaxies, expanding our knowledge of the universe's vastness and beauty."

L: “Space exploration represents our unyielding quest for knowledge and our determination to unravel the mysteries of the cosmos."

The last sentence in the paragraph links back to the topic sentence, summarizing the main idea of the paragraph, and that is called ‘linking.

Notice that in addition to using the 'PEEL' Method to construct the previous paragraph, coherence is achieved by employing various sentence openers and connectives that help to tie the parts of the paragraph making its points clear, logically linked and strongly connected, reaching a solid well-crafted paragraph.

For example:

- Sentence Openers: The paragraph effectively uses sentence openers such as "Exploring outer space," "For instance," and "Similarly." These openers add variety to the sentences and engage the reader's interest by presenting information in different ways.

- Connectives: Connectives like "but," "For instance," and "Similarly" are used to link ideas and create a logical flow in the paragraph. They help transition between sentences and guide the reader through the argument.

- Sentence Structures: The paragraph employs a variety of sentence structures, including both simple and complex sentences. For example, "Exploring outer space has always fascinated humanity" is a simple sentence, while "The vastness of the cosmos, with its shimmering stars and mysterious planets, has beckoned us to learn more about our universe" is a complex sentence that provides additional descriptive information. These sentence structures contribute to the paragraph's richness and readability.

In non-fiction writing, subheadings can be used for more organisation and to make the information more accessible for the reader. Also, bullet points can be used inside the paragraph to form lists or for any other organizational purposes.

Paragraph constructing is a simple process when following simple rules that can guarantee you cover all the required areas of evaluation.

4- The conclusion:

The conclusion of a non-fiction text is a crucial element that helps wrap up the discussion and leave a lasting impression on the reader. It should reinforce the main message without introducing new ideas or discussions. Here's an example of a conclusion, along with an analysis:

Example Conclusion:

"In conclusion, the allure of exploring outer space has captivated humankind for generations. The endless expanse of the cosmos, with its glittering stars and enigmatic planets, continues to beckon us toward the unknown. Space exploration, as we've seen through the Apollo moon missions and the remarkable images captured by the Hubble Space Telescope, not only satisfies our curiosity but also fuels scientific discovery. It serves as a testament to our unyielding thirst for knowledge and our unwavering commitment to unraveling the mysteries of the universe."

Analysis:

- Introductory Phrase: The phrase "In conclusion" is used to introduce the concluding paragraph, signaling to the reader that this section is summarizing the main points.

- Restatement of Main Points: The conclusion effectively restates the fascination with space exploration, the vastness and allure of the cosmos, and the contributions of space exploration to scientific knowledge.

- Sense of Continuation: The conclusion creates a sense of continuity by referencing the points discussed in the body of the paragraph, reinforcing the overall theme of space exploration's significance.

- Motivational Element: Although not explicitly motivational, the conclusion inspires a sense of wonder and curiosity, encouraging readers to continue exploring the cosmos and pursuing scientific knowledge.

- Avoiding New Ideas: The conclusion maintains the principle of not introducing new ideas or discussions, focusing on summarizing and reinforcing existing points.

This conclusion effectively ties together the ideas presented in the space exploration paragraph and leaves the reader with a sense of understanding and appreciation for the topic.

LESSON 1 | NON-FICTION WRITING

PRACTICE TIME | PRACTICE 1

Arrange the following sentence using the PEEL Method to form a well-structured paragraph.

(1)

- These prehistoric creatures came in various shapes and sizes.
- Dinosaurs once roamed the Earth millions of years ago.
- They ruled the planet for an incredibly long time.
- By studying their fossils, scientists learn about their behaviors and habitats.
- Some were massive giants, while others were as small as chickens.
- Paleontologists use a combination of clues to piece together the dinosaur puzzle.

(2)

- This method involves analyzing evidence, forming conclusions, and building a deeper understanding of the past.
- By examining primary sources, such as letters and diaries from people who lived during a particular time, historians gain insight into the daily lives of individuals.
- For instance, during the American Revolution, reading personal accounts written by soldiers on both sides can reveal their experiences, hardships, and motivations.
- Historians use a method called historical inquiry to piece together the puzzle of the past.
- It allows them to construct a narrative that provides context and meaning to events.
- Connecting the dots between historical events is a valuable skill.

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PRACTICE TIME | PRACTICE 2

The following paragraphs do not contain the topic sentence. Write the topic sentence that suits the content of each paragraph.

1- The topic is about The Sahara Desert.

The topic sentence(s) is:

……

With scorching temperatures and limited water sources, the Sahara is one of the most challenging environments on Earth. In this harsh desert, adaptation is the key to survival for both plants and animals.

2- The topic is about the penguins.

The topic sentence(s) is:

……

However, not all penguins look the same; they come in different shapes and sizes. Despite the challenges they face, penguins have evolved unique features that help them thrive in their icy habitats.

3-The topic is about The Amazon Rain Forest.

The topic sentence(s) is:

……

This lush and vibrant ecosystem is home to countless species of plants and animals. Its rich biodiversity plays a crucial role in maintaining the health of our planet's environment.

PRACTICE TIME | PRACTICE 3

In each of the following, the topic sentence(s) is provided. Complete the paragraph using the PEEL Method.

Paragraph 1: Topic – Volcanoes

Volcanoes are natural wonders with incredible power. ……………………………………………………………

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Paragraph 2: Topic – Video games

Video games have become a significant part of modern entertainment and culture.

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TOPIC 2 | NON-FICTION GENRES | INFORMATIONAL WRITING

Informational writing is a non-fiction genre that contains facts. Its main purpose is to provide information and knowledge of a topic, concept or process. It appears in many forms, the most common of them are the following:

- Non-chronological reports
- Explanatory writing
- Instructional writing

The main difference between the three types is the purpose, and there are some other differences regarding the language style. Let's explore these differences through the following table:

Area of comparison	Nonchronological reports	Explanatory writing	Instructional writing
Purpose	To inform. They provide facts about a specific topic. Example: A text that gives information about bats, showing their features, habitat, dietary, etc.	To explain and clarify a process, idea or a concept. Example: a text that explains how chocolate is made, providing you with information about the process.	To instruct and provide a step- by step-guide about how to perform a task. Example: a text that guides you how to fix a flat tire, giving you the instructions step by step in addition to the tools needed.
Text Structure	• The text does not follow a time sequence (chronological order) • It can contain subheadings. • It can contain bullet points.	• The text follows time sequence (chronological order). • It can contain subheadings. • It can contain bullet points. • Time connectives are used frequently.	• The text follows time sequence (chronological order). • It can contain subheadings. • It can contain bullet points. • Time connectives are used frequently.

Area of comparison	Nonchronological reports	Explanatory writing	Instructional writing
Language features	• Formal language • Technical vocabulary • Third person pronouns • Present tenses	• Formal language • Technical vocabulary • Third person pronouns • Present tenses	• It tends to use informal language to be easy to understand. • Present tenses • It uses second person pronouns to directly instruct the reader. • It uses imperative verbs.

Let's explore the features of each type separately:

1. Non-chronological reports

Layout and Text Structure Features

1. Headline:

- It tells the reader directly what the report is about.

2. Introduction:

- it introduces the main subject of the report
- it provides some background information about the topic.

3. The main body:

It consists of three body paragraphs and can be structured as follows:

- Subheadings: they can be used for more clarity, organisation and to make the information easy to access.
- No chronological order is used
- Each paragraph focuses on a specific aspect

4. Conclusion:

- Summarises the topic.

General Features

- It contains facts and can contain statistics.
- It is written in the present tenses as it focuses on general facts and information. However, past tense may be used when discussing historical aspects or research findings.
- Written in formal register.
- Written in the third person point of view.
- Technical vocabulary is used, and definition for them can be provided in brackets when needed.
- The sentences are variable, but mostly they are compound and complex ones to extended the information and relative clauses play a role here to add further details.
- It may contain a glossary.

SAMPLE

Exploring the Wonders of Our Solar System

A straight-forward headline

An introduction that provides background information about the topic

In the vast expanse of the cosmos, an intricate and captivating system of celestial objects awaits our discovery. Beyond the limits of our Earthly domain lies a realm known as the solar system, an assembly of celestial bodies that has intrigued scientists, astronomers, and dreamers for centuries. Our solar system consists of uncountable gems that need to be learnt about.

Subheading

The Sun - Our Star

At the center of our solar system is the Sun, a massive ball of burning gases. It provides us with light and heat, making life possible on Earth. The Sun is so huge that more than a million Earths could fit inside it.

Planets of the Solar System

Facts and present tenses

Our solar system has eight major planets. Starting from the closest to the Sun, we have Mercury, Venus, Earth, and Mars, known as the inner planets. They are rocky and smaller compared to the outer planets. Next come Jupiter, Saturn, Uranus, and Neptune, the gas giants. These giants are much bigger and mostly made of gas.

Earth – Our Home Planet

Use of third person pronouns

Earth is the third planet from the Sun, and it is unique in our solar system because it is the only planet known to support life. It has oceans, forests, and diverse creatures. Earth's atmosphere protects us from the harshness of space.

The Moon – Earth's Companion

We also have a special companion orbiting around Earth – the Moon. It is the only natural satellite of Earth and can be seen in our night sky. Astronauts have even visited the Moon during the Apollo missions.

Specialised vocabulary

Asteroids and Comets

Besides planets and the Moon, our solar system is home to asteroids and comets. Asteroids are rocky objects that orbit the Sun, and comets are icy bodies with long tails. They can be found throughout the solar system.

Conclusion

The solar system is a vast and incredible place filled with wonders. From the scorching heat of the Sun to the icy rings of Saturn, each part of our solar system has its unique features and mysteries waiting to be explored. As we continue to learn more about our cosmic neighbourhood, the wonders of the solar system will never cease to amaze us.

2. Explanatory Writing

Layout and Text Structure Features

1. Headline:
- It tells the reader directly what process, idea, concept the text is going to explain.

2. Introduction:
- it introduces what the topic is going to be about and provides background information.

3. The main body:
It consists of three body paragraphs and can be structured as follows:
- Subheadings: Used to enhance clarity, organization, and accessibility of information.
- Structure: Follows a chronological and logical order to explain how a process or idea develops.
- Sequential Words and Connectives: Time connectives like 'firstly, then, afterwards, etc." are utilized to show the progression of the process or development of the idea.
- Sentence structures: Compound and complex sentences with relative clauses are used to add further explanation and more details.

4. Conclusion:
- Summarises the topic.

General Features

- Contains Facts: Presents accurate and verified information.

- Tense Usage: mainly written in the present tense as it focuses on general facts and information. However, the past tense may be used when discussing the development of something that started in the past and continues to the present.

- Formal Register: written in a formal and objective tone.

- Third Person Point of View: third person pronouns are used to maintain an objective perspective.

- Technical Vocabulary: specific and specialized vocabulary is used, providing definitions in brackets when necessary.

- Dates and Timelines: dates may be included to illustrate the development of an industry or the process of manufacturing an object.

- Clear Language: Ensures the text is easy to understand.
- Visual Aids: diagrams, charts, or images can be used to support the explanation and enhance understanding.
- Examples: examples are used to clarify complex concepts.

Annotated Sample

A straight-forward headline

The Chocolate Making Process

An introduction that provides background information about the topic

Chocolate, a beloved treat enjoyed worldwide, has a rich history that dates back to ancient civilizations like the Maya and Aztecs, who used cacao beans to make a bitter drink. Today, the process of making chocolate involves several key steps, transforming cacao beans into the delicious bars found in stores. This journey from raw beans to finished chocolate requires careful attention and expertise.

Harvesting and Fermentation

Relative clause

The chocolate-making process begins with the harvesting of cacao beans, which grow inside large pods on cacao trees found in tropical regions. Farmers cut the pods from the trees and open them to extract the beans, which are covered in a sticky, white pulp. The beans are then placed in shallow containers and covered with banana leaves for fermentation, a process that lasts about a week. Fermentation is crucial as it helps develop the beans' flavour. After fermentation, the beans are spread out under the sun to dry, which can take another week.

Roasting and Grinding

Subheading

Once dried, the cacao beans are roasted at high temperatures to bring out their rich chocolate flavor. After roasting, the beans are cracked open to remove their outer shells, leaving behind the cacao nibs, the edible part of the bean. The nibs are then ground into a thick, chocolatey paste known as cocoa mass or cocoa liquor. This paste undergoes further refinement through a process called conching, which involves continuously mixing and aerating the paste to make it smooth and creamy. Conching can take several hours to a few days, depending on the desired texture.

Technical vocabulary

Mixing and Tempering

To create different types of chocolate, additional ingredients such as sugar, milk powder, and vanilla are mixed with the cocoa mass. For example, milk chocolate includes milk powder, while dark chocolate contains a higher proportion of cocoa mass and less sugar. The final step is tempering, a process of heating and cooling the chocolate to achieve a shiny appearance and smooth texture. Tempered chocolate is then poured into molds of various shapes and sizes and left to cool and harden.

Sequential word (connective)

The intricate process of transforming cacao beans into chocolate involves several stages, each contributing to the final product's flavour and texture. From harvesting and fermentation to roasting, grinding, mixing, and tempering, every step is essential in producing the chocolate enjoyed by many around the world.

Facts and present tenses

3. Instructional Writing

Layout and Text Structure Features

1. Headline:

- a clear and engaging headline that conveys the purpose of the instructions.

Example: A Step-by-Step Guide to Capturing Stunning Images

2. Introduction:

- It states the purpose of the instructions. Why is the task or concept important, and what value does it bring to the reader?

Example: By following the provided instructions, you will be able to successfully capture the most amazing and professional images.

3. The main body:

It consists of three body paragraphs and can be structured as follows:

- Subheadings: they can be used to organise the information.
- List of tools: a list of the needed tools can be added
- Bullet points and numbers: they can be used to provide lists or to organise the steps of the instructions.
- Sequential Steps: the process is broken down into clear, sequential steps.
- Connectives and sequential words: they are used to show how the steps follow each other.
- Safety precautions are highlighted: in the body paragraphs, often in a separate section, some instructions for safety are pointed out using bold or distinct formatting for emphasis.
- Troubleshooting Tips: the common problems the reader might encounter are discussed and solutions for them are provided; ‘if conditionals can be used in this case.
- Visual aids like labels, captions and photographs can be used.

4. Conclusion:

- The conclusion summarises the purpose of the instructions.

General Features

- It contains facts.
- It is written in the present tenses as it focuses on general facts and information.
- Clear and direct language is used to make the instructions easy to understand.
- The reader is directly addressed by using second person pronouns and rhetorical questions can be used.
- Imperative verbs (commanding verbs) are used.

Annotated Sample

A straight-forward headline

How to Catch a Rat That Entered Your House

An introduction that states what the instructions are about and their importance

Dealing with a rat in your house can be unsettling, but with a systematic approach, you can effectively catch the intruder. Rats can cause damage and pose health risks, so it's important to act promptly. These rodents are known for being skittish and typically follow the same routes they used to enter and exit. This predictable behaviour can help you in bringing them out of your house if you are unable to catch them immediately.

Subheading

Identifying the Problem Areas

Second person pronoun

First, you need to identify where the rat is hiding and the routes it frequently travels. Look for signs such as droppings, gnawed furniture, or food packaging. Check dark, secluded areas like under the sink, in cupboards, and behind appliances. Once you have identified the common pathways and hiding spots, you can set up traps strategically.

Sequential word

Gathering Your Tools

To catch a rat, you will need the following tools:

- Rat traps (snap traps, live traps, or glue traps)
- Bait (peanut butter, cheese, or pet food)
- Gloves
- Flashlight
- Cleaning supplies

Examples for clarity

Bullet points to list the tools

Instructions for safety

Ensure you wear gloves when handling traps and bait to avoid leaving your scent on them, which could deter the rat.

Numbers to list

Setting the Trap

1. Choose the type of trap you prefer based on whether you want to kill or humanely capture the rat.
2. Bait the trap with a small amount of food, such as peanut butter, which is highly attractive to rats.
3. Place the traps along the identified routes and near hiding spots. Make sure the traps are placed perpendicular to the wall with the bait side closest to the wall.
4. Check the traps regularly, ideally twice a day, and replace the bait if necessary.

Imperative verb

Removing the Rat and Cleaning Up

If Conditional

Chronological order

Once you have caught the rat, dispose of it properly if you used a lethal trap. If you used a live trap, release the rat at least a mile away from your home to prevent it from returning. Clean the area where the rat was caught and any areas it frequented with disinfectant to eliminate any germs or pheromones that might attract other rats. Finally, seal any entry points to prevent future infestations.

By following these steps, you can effectively catch a rat that that has entered your house. Identifying problem areas, gathering the right tools, setting traps correctly, and cleaning afterward are crucial to ensure your home remains rat-free.

Helping Vocabulary for the Informational Writing

Word	Meaning	Example
Explore (v.)	Investigate or examine closely.	In our project, we will explore the life cycle of butterflies in detail.
Uncover (v.)	Discover	The recent discoveries uncover a lot about the mysteries of the ancient Egyptian civilisation.
Reveal (v.)	Make known or disclose	The experiment results reveal which material is the best conductor of electricity.
Aspect (n.)	A particular part or feature of something	One important aspect of climate change is the melting of polar ice caps.
Context (n.)	The circumstances or setting in which something exists or occurs	Understanding the historical context helps us appreciate the significance of ancient artifacts.
Comprehensive (adj.)	Covering or including all aspects	The encyclopedia provides a comprehensive overview of world history.
Analytical (adj.)	Involving analysis or critical examination	Using an analytical approach, we analysed the data to find patterns.
Dimension (n.)	A part or feature of something, often in relation to its size, scale, or scope.	The map shows the dimensions of the new discovered temple.
Systematic (adj.)	Done according to a plan.	We followed a systematic procedure to conduct our science experiment.
Overview (n.)	A general summary or outline of a topic.	The teacher gave us an overview of the upcoming project requirements.
Multifaceted (adj.)	Having many different aspects or elements	Our community is diverse and has many multifaceted cultures.
Diverse (adj.)	Showing a great deal of variety; different or distinct.	The rainforest is home to a diverse range of plants and animals.

TOPIC 3 | NON-FICTION GENRES | RECOUNT

Recounts are Narratives that retell events or experiences, often in chronological order. They aim to provide a firsthand account of what happened, similar to a personal narrative.

Layout and Text Structure Features

1. Headline:

The headline tells the reader what the recount is about. It should be catchy and give a clear indication of the topic.

2. Introduction:

- The introduction sets the scene for the recount.
- It introduces what the recount is about and provides background information.
- It answers the five Ws (Who, What, When, Where, Why) to give the reader a clear understanding of the event or experience.

3. The main body:
It consists of three body paragraphs and is structured as follows:

Paragraph 1:

- Written in chronological order, starting from the beginning of the experience.
- Describes the initial events and sets up the sequence of what happened.

Paragraph 2:

- Continues the chronological narrative, providing details about the unfolding events.
- Describes everything in the experience, including the feelings and reactions of the narrator/participants.
- Uses time connectives (e.g., first, then, next, after that) and sequential phrases to show the sequence of events.

Paragraph 3:

- Focuses on the highlight of the day, which is the most important incident or the climax of the experience.
- Provides detailed descriptions and emotional responses to the highlight event.

4. Conclusion:

- The conclusion summarizes the overall experience and reflects on it.
- Provides a general impression or personal reflection about the experience.
- May include what was learned or how the event impacted the narrator or participants.

General Features:

- Tenses: Written in the past tense. However, when providing facts, the present tenses are used.
- Point view: The narrative can be written in the first person or third person, depending on the task provided:
- First Person: If writing about a personal experience, use first-person pronouns (I, we).
- Third Person: If writing about a group or other people's experiences, use third-person pronouns (he, she, they).
- Formality: Recount writing does not require an extremely formal tone; a semi-formal language is appropriate.
- Descriptive language is highly used to create vivid imageries and engage the reader.

Annotated Sample

A Day of Discovery at the Science Museum

The introduction answers the five Ws

Background information

Last week, our class embarked on an unforgettable field trip to the Science Museum. After weeks of preparation, including classroom discussions and research on various scientific concepts, we were eager to explore the museum's exhibits firsthand. The museum, brimming with exciting exhibits, hands-on activities, and mind-boggling experiments, provided a truly immersive experience.

The information is presented in chronological order

Upon arriving at the museum, we were greeted by friendly staff who provided us with an orientation. They explained the museum's layout and handed out maps, highlighting the must-visit exhibits. With a sense of anticipation, we began our exploration.

Past tense

Description

Our first stop was the captivating space exhibit. This exhibit transported us to another world, where we marveled at massive rocket models, moon rocks, and a replica of the International Space Station. The highlight for many was the opportunity to touch a real meteorite, a truly unforgettable experience.

One of the most engaging aspects of the museum was the interactive science zone. Here, we eagerly participated in hands-on experiments, from creating chemical reactions to building simple machines. My personal favorite was the electricity exhibit, where I successfully lit up a light bulb using only a battery and wires.

The paragraph presents the highlight of the day and provides description of feelings

Time connective

Before leaving, we had the opportunity to visit the museum's gift shop. I selected a cool science-themed book to commemorate this amazing day. Reluctantly, we said our goodbyes to the Science Museum, filled with gratitude for the incredible adventure.

Overall impression and lessons learned

Our trip to the Science Museum was more than just a field trip; it was an educational journey filled with hands-on learning and awe-inspiring discoveries. I left the museum with a newfound appreciation for science and a desire to explore more about the world around us. This experience will stay with me forever, and I eagerly anticipate future adventures in our learning journey.

Helping Language Chunks for Recounts Writing

Phrases and Sentence Openers for Setting the Scene

- It all began on a [sunny/rainy] [day]...
- The air was filled with the scent of [flowers/freshly cut grass] ...
- The [location] buzzed with excitement as...
- Underneath the clear, blue sky, I found myself...

Phrases and Sentence Openers to Start the Recount

- As the clock struck [time], a series of events unfolded...
- "In the midst of [activity], something extraordinary happened...
- "The day kicked off with...
- "Little did I know that this day would be filled with...

Phrases and Sentence Openers to Describe Events

- First and foremost, [event] took place...
- "Amidst the hustle and bustle, I noticed...
- "The highlight of the day was undoubtedly...
- "Every moment seemed to be leading up to the climax when...

Phrases and Sentence Openers to describe Emotions

- I couldn't help but feel a surge of [excitement/nervousness] as...
- "My heart raced with anticipation when...
- "A sense of [joy/wonder] washed over me when...
- "In that moment, I was overcome with a mix of [emotion]

Revisit pages 114 to 117 for more feeling description examples.

Phrases and Sentence Openers for Reflection

- "Looking back, it's clear that [event] was a turning point...
- "The impact of [event] lingered long after the day had ended...
- "In hindsight, I realized the profound meaning behind...
- "This experience taught me that...

Phrases and Sentence Openers to Conclude the Recount

- In the end, what stood out the most was...
- The memories of that day will forever be etched in my mind...
- As I drifted off to sleep that night, I carried with me the echoes of...

Phrases and Sentence Openers to Express Personal Opinions

- I was struck by the sheer beauty of...
- In my opinion, the most remarkable aspect was...
- I couldn't help but marvel at...
- From my perspective, this experience was truly...

Helping Vocabulary for Recounts Writing

Word	Meaning	Example
Embark (v.)	To start a journey or activity.	We embarked on a journey to explore the Amazon rainforest.
Marvel (v.)	To be filled with wonder or admiration	We marvelled at the beauty of the sunset.
Witness (v.)	To see something happen.	I witnessed a car accident on my way to work.
Captivating (adj.)	Very interesting and attractive	The captivating story kept me glued to the book.
Immersive (adj.)	Giving the feeling of being completely involved in something.	The immersive VR experience felt very real.
Eagerly (adv.)	With great enthusiasm and excitement.	I eagerly awaited the start of the summer holidays.
Reluctantly (adv.)	In a hesitant or unwilling way.	I reluctantly agreed to go to the dentist.
Bond (n. / v.)	A strong connection or relationship.	By the end of the day, a strong bond had formed between the students and the residents.
Disappointing (adj.)	Not as good as expected.	The movie was disappointing.
Frustrating (adj.)	Causing annoyance or irritation.	The traffic was frustrating.
Challenging (adj.)	Difficult to deal with	The hike was challenging.
Tiring (adj.)	Making someone feel tired.	The long day was tiring

TOPIC 4 | NON-FICTION GENRES | NEWSPAPER REPORT

Newspaper report is a form of journalistic writing that aims to recount incidents to the inform readers about current events, incidents, or developments in an unbiased and factual manner.

Layout and Text Structure Features

1. Headline:

- It should be catchy and attention grabbing.
- It gives readers a glimpse of what the news report is about.
- Alliteration, rhyming and other figures of speech should be used to grab the reader's attention.

2. Sub-headline:

- It can be added beneath the headline to add further clarity to the news report. It can be a secondary headline that illustrates the main headline, providing additional information.

3. Byline:

- It provides the name of the reporter or journalist who wrote the news report.

4. Introduction / Lead Paragraph:

- It contains the most crucial information of the news report.
- It summarises the story.
- It answers the five Ws: questions of who, what, when, where, why, and how. The lead paragraph should draw readers in and encourage them to continue reading.

5. The main body:
It consists of three body paragraphs and is structured as follows:

- Pyramid Structure: News reports follow the inverted pyramid structure, where the most important information comes first, followed by additional details. This structure ensures that even if readers only read the beginning, they still get the essential facts.

- Chronological order: The incidents of the report are presented in the order of time, starting from how the incident began to its end. This helps readers understand the sequence of events clearly.
- Focused paragraphs: Each body paragraph focuses on a different part of the incident being reported.
- Connective and time expressions: Connective words (e.g., however, furthermore) and time expressions (e.g., then, later) are used to link the parts of the report together. They add cohesion and logical flow, making the report easier to follow.

6. Conclusion:

- It briefly recaps and summarises the main facts and information presented in the report to ensure readers remember the most critical details.
- It mentions any upcoming events, future actions, or predictions related to the news, which helps readers understand what might happen next or how the incident might impact the future.

General features

- It contains facts.
- It is written in formal language.
- The past tense is generally used for incidents that have already happened. In the conclusion, present tenses can be used when presenting the future predictions or current actions. For reports about future events, the present and future tenses are used.
- The passive voice is used.
- Quotations from eyewitnesses and experts should be included within the body paragraphs.
- Written in the third person point of view.

Annotated Sample

A headline that tells what the report is about and has alliteration

Subheading

Fire Erupts in City Center Mall

Evacuation Ensures Safety of Shoppers and Staff

Byline

By Jason Adam- BBC Reporter

An introduction that summarises the story

The 5 Ws are answered

California, November 5, 2024 — A fire broke out in City Center Mall yesterday afternoon, causing chaos and leading to the evacuation of hundreds of people. The incident occurred in the food court at approximately 3:00 PM, prompting an immediate response from emergency services. Witnesses reported seeing flames and smoke spreading rapidly, causing panic among shoppers and employees alike.

Passive voice

The alarm was raised when thick smoke was seen billowing from the food court area. Firefighters arrived on the scene within minutes, quickly taking control of the situation. "The flames were spreading quickly, and thick smoke filled the air," stated one firefighter. "Our priority was to ensure everyone's safety." Fire crews battled the blaze for over an hour before it was finally extinguished. Throughout the crisis, emergency services worked tirelessly to manage the situation and prevent the fire from spreading to other parts of the mall.

Past tense

Mall security personnel swiftly guided shoppers and staff out of the building. Many individuals left their personal items behind in the haste to evacuate. "We heard the alarm and saw smoke. It was frightening, but the staff guided us out calmly and efficiently," said Mrs. Linda Green, an eyewitness. Another shopper, Mr. James Lee, described the scene as chaotic but well-managed. "People were scared, but the mall staff did a great job keeping everyone calm," he added. Security officers and mall staff played a crucial role in ensuring that everyone exited the building safely and without incident.

The paragraph contains quotations from eyewitnesses

Time Connective

Highlighting the consequences of the fire

After about an hour, the fire was extinguished, but not before causing significant damage to the food court and the shops. Fortunately, no injuries were reported. The cause of the fire is currently under investigation by local authorities. Preliminary reports suggest that a kitchen appliance in one of the food stalls may have malfunctioned, leading to the blaze. The investigation is expected to take several days, and authorities are working diligently to determine the exact cause.

A conclusion that contains future actions

The quick response of the emergency services has been widely praised by the community. "Their swift action prevented a potential disaster," said Mr. John Baker, a shop owner in the mall. As a precaution, fire safety measures in the mall will be thoroughly reviewed and enhanced to prevent future incidents. Additional fire drills and updated safety protocols are expected to be implemented. The mall will remain closed for further inspection and repairs, with a reopening expected in the coming weeks. Mall management has assured the public that every necessary step will be taken to ensure the safety and security of shoppers and staff once the mall reopens. "Safety is our top priority," stated the mall's general manager. "We will work closely with fire safety experts to prevent such incidents from occurring in the future."

Helping Vocabulary for Newspaper Report Writing

A news report about an incident:

Word	Meaning	Example
Casualties (n.)	People who are injured or killed in an accident or disaster.	Fortunately, there were no casualties in the train derailment.
Evacuation (n.)	The action of removing people from a dangerous place.	The rapid evacuation of the building ensured everyone's safety.
To Investigate (v.)	To carry out a systematic or formal inquiry to discover the facts.	The police are investigating the cause of the car crash.
To extinguish (v.)	To put out a fire or light.	Firefighters worked quickly to extinguish the flames.
Severe (adj.)	Very bad or serious.	The storm caused severe damage to homes and infrastructure.
Immediate (adj.)	Occurring or done at once; instant.	The immediate response from emergency services saved lives.

Helping Vocabulary for News Report Writing

Word	Meaning	Example
Chaotic (adj.)	In a state of complete confusion and disorder.	The evacuation was chaotic as people rushed to leave the building.
Thoroughly (adv.)	In a detailed and careful manner.	The building was thoroughly inspected after the fire.
Critically (adv.)	In a way that is crucial or important.	The patient was critically injured in the accident.
To extinguish (v.)	To put out a fire or light.	Firefighters worked quickly to extinguish the flames.
Severe (adj.)	Very bad or serious.	The storm caused severe damage to homes and infrastructure.
Immediate (adj.)	Occurring or done at once; instant.	The immediate response from emergency services saved lives.

A news report about an event:

Word	Meaning	Example
Ceremony (n.)	A formal event held on a special occasion.	The graduation ceremony was attended by hundreds of proud parents.
Audience (n.)	The assembled spectators or listeners at an event.	The audience applauded loudly at the end of the performance.
Festivities (n.)	The events and activities that are part of a celebration.	The New Year festivities lasted well into the night.
To commence (v.)	To begin or start.	The ceremony will commence at 10 AM sharp.
To perform (v.)	To carry out an action or activity, often for an audience.	The band will perform their latest hits at the concert.
Grand (adj.)	Impressive and large or important.	The grand opening of the new park was attended by the mayor.
Significant (adj.)	Important and meaningful.	The significant contributions of the volunteers were recognized at the event.

A news report about a discovery

Word	Meaning	Example
Officially (adv.)	In a formal and public way.	The new library was officially opened by the city council.
Publicly (adv.)	In a way that is done for public view.	The winners were publicly announced at the ceremony.
Breakthrough (n.)	A significant or sudden advance or development.	The scientist's breakthrough in cancer research was widely celebrated.
Innovation (n.)	A new method, idea, product, etc.	The new innovation in technology has revolutionized the industry.
Findings (n.)	The results of research or an investigation.	The findings of the study were published in a leading journal.
Reveal (v.)	The study revealed important information about climate change.	The immediate response from emergency services saved lives.
Revolutionary (adj.)	Involving or causing a complete or dramatic change.	The revolutionary discovery changed the way scientists view the universe.
Unprecedented (adj.)	Never done or known before.	The experiment achieved unprecedented results in the field.
Extensively (adv.)	In a way that covers a large area or has a wide scope.	The area was extensively studied by researchers over several years.
Accurately (adv.)	In a way that is correct and exact.	The scientists accurately measured the impact of the discovery.

Helping Language Chunks for Newspaper Report Writing

Headlines Examples

Medical Breakthrough:

- "New Medicine Unveiled: Breakthrough for Chronic Conditions"
- "Researchers' Treatment Rescues Lives in Health Breakthrough"

Entertainment Event:

- "Awe-Inspiring Musician Wows Audience with Musical Mastery"
- "Star-Studded Cast Shines in Blockbuster Movie Sensation"

Environmental Innovation:

- "Eco-Enthusiasts Launch Effort to Restore Reefs"
- "War on Pollution: Eco-Warriors Lead Plastic Purge"

Technology Marvel:

- "Tech Titans Break Speed Records in Quantum Computing"
- "Robotic Revolution: AI Advances Achieve Amazing Accuracy"

Humanitarian Effort:

- "Volunteers Bring Hope and Help to Villages"
- "Charitable Champions Confront Challenges with Courage"

Example Sentences for the Introduction

- In a startling turn of events, [City Name] experienced a powerful earthquake yesterday, sending shockwaves through the entire community.
- Sports enthusiasts were treated to a thrilling showdown as soccer and tennis champions clashed in grand championship matches."
- In a breakthrough for medical science, researchers have unveiled a new cure for a chronic condition, offering hope to those in need.

Example Sentences for the Body Paragraphs

- The earthquake, measuring [magnitude], struck at [time] local time, leaving widespread damage in its wake. Buildings crumbled, roads buckled, and residents were left grappling with the aftermath.
- Diplomats from [Nation A] and [Nation B] engaged in marathon talks today, seeking a common ground.
- Soccer fans were on the edge of their seats as skillful players showcased dazzling dribbles and scored multiple goals.
- Medical researchers revealed a groundbreaking cure for [Chronic Condition], a discovery that could revolutionize treatment and improve the lives of millions.

Examples of Quotations from Experts and Eyewitnesses

- Local resident [Name] recounted the terrifying moments during the earthquake, saying, “The ground was shaking, and I could hear buildings creaking. It was like nothing I've ever experienced.”
- Soccer coach [Coach Name] praised the championship match, noting, “The players displayed incredible skill and determination. It was a match for the ages.”
- Leading medical researcher [Researcher Name] emphasized the significance of the new cure, stating, “This breakthrough opens new avenues for treating [Chronic Condition] and brings hope to patients worldwide.”

Example Sentences for the Conclusion Paragraph

- As [City Name] begins the arduous task of recovery, the resilience of the community is evident as neighbours come together to rebuild what was lost.
- While diplomatic efforts continue, the road to lasting peace remains uncertain.
- The thrilling sports matches left fans with lasting memories, showcasing the power of sports to unite and captivate audiences worldwide.

TOPIC 5 | NON-FICTION GENRES | BIOGRAPHIES AND AUTO-BIOGRAPHIES

Biographies are written accounts or narratives that talk about the life and experiences of an individual, usually focusing on their achievements, significant events, and personal development. They are written in the third person point of view and carry an objective tone.

Autobiographies are written accounts of a person's life story and experiences, narrated by the individual themselves. In an autobiography, the author is both the subject and the writer, reflecting on their own life journey, memories, challenges, successes, and personal growth.

Biographies and autobiographies share a wide range of similarities and some minor differences:

Features	Biographies	Autobiographies
Different Features	Written in the third person	Written in the first person
	Written by a person about a famous person's real life.	Written by the famous person himself about his own life.
	Objective	Subjective
Common Features	• Contain facts about a person's real life (Where he was born, his education, his family…etc). • Written in chronological order. • Mostly uses past tenses • Contains important dates, ages and significant incidents. • Uses formal language • Contains quotations said by the person himself or by others about them. • Marks the remarkable achievements of the person the biography / autobiography is about. • Uses time connectives • Passive voice is used. • Variety of sentence structures are used, mainly compound, complex and compound-complex ones, to add more information and extra details.	

Layout and Text Structure Features

1. Headline:

- It tells about the subject of the biography / autobiography.

2. Introduction:

- It Introduces the subject's name and their significance (why they are important figures).
- It provides background information about the subject: their origin, date of birth, family, etc.
- It highlights the main areas of achievement or impact of the subject.
- It sets the tone for the biography or autobiography, indicating what readers can expect to learn or discover.

3. The main body:
It consists of three body paragraphs and is structured as follows:

- Subheadings can be used for clarity and organisation.
- The paragraphs are organised in chronological order.
- Time connectives and sequential words are used.

Paragraph 1:

Childhood and Early Life
- It details the subject's background, including their birthplace, family, and early upbringing.
- It describes significant events or influences during their childhood that shaped their later life.
- It discusses any early interests, talents, or challenges faced by the subject that foreshadowed their future achievements.

Paragraph 2:

Career Development
- It outlines the subject's career journey, including key events and transitions.
- It explores the factors or decisions that influenced their career choices and development.
- It highlights significant experiences or challenges that shaped their professional journey.

Paragraph 3:

Achievements and Impact

- It showcases the subject's major achievements, breakthroughs, or innovations.
- It discusses any awards or recognition they received for their contributions.
- It explains the broader impact of their work on their field, society, or future generations.

4. Conclusion:

- It summarises and recaps the key aspects of the subject's life, achievements, and contributions discussed in the biography or autobiography.
- It discusses the lasting impact or influence of the subject's work on their field, society, or culture.
- It highlights the lessons or insights readers can draw from the subject's life experiences, struggles, and successes.
- It connects the subject's life and accomplishments to today's world and their effect in the present time.
- It offers a final reflection or thought-provoking statement that leaves a lasting impression on the reader.

Annotated Sample

Pioneering the Peaceful Atom: Dr. Samira Moussa's Remarkable Journey

The introduction offers detailed background information about the subject of the biography

Dr. Samira Moussa, a brilliant Egyptian scientist, is celebrated as the first female nuclear physicist in her country. Her dedication to using atomic energy for peaceful purposes continues to inspire scientists and advocates for nuclear safety today. Born in Gharbia, Egypt in 1917, Dr. Moussa's life journey exemplifies the power of intelligence, perseverance, and a vision for a better future. Raised by her father, Hajj Moussa Ali, after her mother's passing from cancer, Dr. Moussa received unwavering support in her academic pursuits, defying societal norms of the time. This early encouragement, coupled with her own exceptional talent, paved the way for her remarkable achievements.

Subheading

Childhood and Early Life

Dr. Samira Moussa was born into a family in Cairo, Egypt, where education and intellectual curiosity were highly valued. From an early age, she displayed a remarkable aptitude for mathematics and science, nurtured by her supportive family and mentors. Her formative years were shaped by a keen interest in understanding the fundamental principles of physics, laying the foundation for her future career in nuclear science.

Third person pronoun

Career Development

Relative clause for further details

Dr. Samira Moussa pursued higher education at Cairo University, where she excelled in physics and earned her doctoral degree in nuclear physics. Her career took her to leading research institutions across Egypt, where she conducted pioneering studies in nuclear energy and radiation physics. Moussa's dedication to advancing scientific knowledge and her innovative research findings positioned her as a leader in her field, influencing national and international scientific communities. Under the mentorship of Dr. Moustafa Mesharafa —who himself studied under Albert Einstein, she developed a deep understanding of nuclear energy and radiation physics.

Past tense

Achievements and Impact

Dr. Samira Moussa's research in nuclear physics led to significant breakthroughs in medical diagnostics and radiation therapy. She developed novel techniques for employing nuclear energy in healthcare, improving treatment options for patients worldwide. Moussa's contributions extended beyond academia, popularising for peaceful uses of nuclear technology and promoting scientific collaboration across borders. Her legacy continues to inspire future generations of scientists, emphasizing the importance of scientific inquiry and innovation in addressing global challenges.

The impact of her achievements

The conclusion recaps the achievements and the influence of the subject

Tragically, the 5th August, 1952 witnessed the end of Dr. Samira Moussa's contributions in the scientific field as she passed away at the age of 35 in a car accident in California, USA. Rumours about the nature of her death were spread, but nothing is certain until the moment. Despite her early death, dr. Samira Moussa's pioneering work in nuclear science remains a testament to the power of dedication and curiosity. Her achievements not only advanced our understanding of nuclear physics but also transformed healthcare and energy sectors. Dr. Moussa's legacy serves as a beacon of hope for the ability of science to create a better world. Her impact continues to reflects in today's scientific community, inspiring us to push the boundaries of knowledge and embrace the transformative potential of scientific discovery.

Connecting the subject's life and accomplishments to today's world

Helping Language Chunks for Biographies and Autobiographies Writing

Example Headlines

Biography:

- Unveiling the Legacy: The Extraordinary Life of [Biography Subject]
- Against All Odds: The Inspiring Journey of [Biography Subject]
- Pioneering Paths: A Comprehensive Look into the Life of [Biography Subject]

Autobiography:

- In My Own Words: The Untold Story of [Author's Name]
- Journey of Self: [Author's Name] Reflects on a Life Lived
- From the Heart: An Intimate Autobiography by [Author's Name]

Phrases and Sentence Openers for the Introduction

- Born on [birthdate], [Subject's Name] began their journey into the world..."
- The early life of [Subject's Name] was marked by...
- From the very beginning, it was evident that [Subject's Name] was destined for greatness.
- Entering the world on [birthdate], [Subject's Name] embarked on a remarkable journey..."

Phrases and Sentence Openers for the Background and the Early Life

- Hailing from [birthplace], [Subject's Name] grew up in a...
- In [year], the [Last Name] family welcomed a new member, [Subject's Name], into their home.
- The formative years of [Subject's Name] were shaped by...

Phrases and Sentence Openers for the Education and Early Achievements

- At an early age, [Subject's Name] displayed a keen interest in...
- Academically gifted, [Subject's Name] excelled in [subject] during their school years.
- It was during their time at [school/university] that [Subject's Name] discovered their passion for...

Phrases and Sentence Openers for the Career and Achievements

- Embarking on a career in [industry], [Subject's Name] quickly rose through the ranks...
- One of [Subject's Name]'s notable accomplishments was...
- Throughout their professional journey, [Subject's Name] consistently demonstrated a commitment to excellence.

Phrases and Sentence Openers for Challenges and Overcoming Adversity

- Despite facing numerous challenges, [Subject's Name] persevered and emerged stronger than ever."
- In a turning point in their life, [Subject's Name] confronted adversity when..."
- The resilience of [Subject's Name] became evident when they tackled the obstacle of...

Phrases and Sentence Openers for the Personal Life

- Beyond the public persona, [Subject's Name] valued...
- In their personal life, [Subject's Name] was known for..."
- Family played a significant role in the life of [Subject's Name], particularly with...

Time Sequence Phrases and Sentence Openers

- During their childhood, [Subject's Name] experienced...
- As a youngster, [Subject's Name]...
- Throughout [year/period], [Subject's Name] navigated...
- In the early stages of [Subject's Name]'s life,...
- As a teenager, [Subject's Name] was known for...
- Shortly after embarking on [endeavor],...
- Soon afterwards, [Subject's Name] encountered...
- Towards the end of his life, [Subject's Name] focused on...
- In his final years, [Subject's Name] continued to contribute to...

Reflection and Legacy Phrases and Sentence Openers

- His one regret was that...
- His dying wish was that...
- He will probably be best remembered for...
- His greatest achievement was...
- He will be remembered most of all for...
- His life was characterized by...
- His lasting legacy is that...
- Her dedication to [cause/field] remains unparalleled...

TOPIC 6 | NON-FICTION GENRES | REVIEW

Review writing is a type of writing that describes and evaluates a product, service, or experience. In a review, the writer tells their personal experience with the subject of the review, providing details about its features, benefits, and drawbacks. However, a review is more than just a factual recounting of information; it also includes the writer's evaluation of the subject, including their opinion on its overall quality and whether or not they would recommend it to others. The review can be about a book, film, place, toy, product, etc.

Layout and Text Structure Features

1. Headline:

- It tells the reader what the review is about and it usually provides a hint about whether the object being reviewed is of a value or not.

2. The introduction:

- Generally, the introduction gives a background information about the product being reviewed.

  Depending on the type of review, the introduction will include specific details:

- ➢ A film review introduction will provide the name of the film, its genre, the actors, the date of release and an overall impression about the film.

Example: *Released in 2023, 'The Adventure Begins' is a thrilling action movie starring Jane Doe and John Smith. This film, directed by Sam Lee, offers an exhilarating experience with its gripping storyline and stunning visuals.*

- ➢ A book review introduction will provide the name of the book, its author, its genre, the date of publishing and an overall impression about it.

Example: *The Mysteries of Time,' written by Mary Johnson and published in 2021, is a captivating science fiction novel that explores the intricacies of time travel with remarkable creativity.*

- ➢ A place review introduction will provide the place name, its nature (a restaurant, a park, a mall, a hotel, etc.), the service it provides, its location.

Example: *Sunny Park,' a beautiful public park located in downtown Springfield, offers a serene escape with its lush greenery, walking trails, and well-maintained playgrounds.*

- A product review introduction will provide the product name, its nature (an appliance, a toy, a device, a perfume, etc.), its functions (what it is supposed to do), where it is available.

Example: *The 'Ultra Vac 3000,' a state-of-the-art vacuum cleaner, is designed to tackle even the toughest dirt and debris. Available at major retailers, this appliance promises to make household cleaning a breeze.*

2. The main body:

It consists of three body paragraphs and is structured as follows:

- Film reviews main body:

Paragraph 1:

- It introduces the plot of the movie without revealing its end.
- It gives an idea about the settings of the film.
- It introduces the themes, conflicts and motivations of the characters.

Example*: The movie begins with an unexpected event in a quiet town, setting the stage for an intense drama. The story unfolds in picturesque countryside settings, highlighting the central conflict between tradition and change.*

Paragraph 2:

- It goes further into the characters and the actors' performance.
- It highlights both positives and negatives of the movie.

Example: *Jane Doe delivers a powerful performance as the determined protagonist, while John Smith's portrayal of the antagonist adds depth to the story. However, some supporting characters feel underdeveloped, which slightly detracts from the overall impact.*

Paragraph 3:

- It addresses the technical aspects of the movie: the sound tracks, the picture, the animation quality if there was, the costumes, etc.
- It can highlight one of the characters of the movie and its actor performance even if it was a minor role.

Example: *The film's soundtrack perfectly complements the mood, enhancing the emotional scenes. The visual effects are stunning, particularly in the action sequences. Notably, the costume design reflects the era accurately, adding authenticity to the film.*

- Book reviews main body:

Paragraph 1:

- Introduces the plot of the book without revealing its end.
- Provides an idea about the setting and the world-building of the book.
- Introduces some traits of the main characters.
- Introduces the themes, conflicts, and motivations of the characters.

Example: *Set in a future world, 'The Mysteries of Time' is about a young scientist named Clara who discovers how to travel through time. The story talks about the problems and choices that come with changing the past.*

Paragraph 2:

- Explores the main characters and their development throughout the book.
- Discusses the author's writing style and narrative techniques.
- Highlights both the strengths and weaknesses of the book.

Example: *Clara's character is well-developed, with her growth from a naive researcher to a determined time traveller. Mary Johnson's narrative style is engaging, with vivid descriptions and a fast-paced plot. However, some secondary characters lack depth, which occasionally hampers the story's overall impact.*

Paragraph 3:

- Discusses the pacing and structure of the book.
- Analyzes the climax and resolution without giving away spoilers.
- Provides an overview of the book's overall impact and how it engages the reader.

Example: *The book maintains a brisk pace, with each chapter revealing new twists and revelations. The climax is thrilling, offering a satisfying resolution to the central conflict. Overall, 'The Mysteries of Time' is a thought-provoking read that keeps readers engaged until the very end.*

- Place reviews main body:

Paragraph 1:

- Describes the overall atmosphere and ambiance of the place.
- Details the main features and attractions of the place.
- Provides an idea of the setting and environment.

Example*: Upon entering 'Sunny Park,' visitors are greeted by lush greenery and well-maintained walking paths. The park boasts several attractions, including a clear lake, a vibrant playground, and numerous picnic areas. The overall atmosphere is peaceful, making it a perfect spot for relaxation.*

Paragraph 2:

- Evaluates the quality of services provided (e.g., food, customer service, amenities).
- Discusses the cleanliness, maintenance, and accessibility of the place.
- Highlights both the positives and negatives of the place.

Example: *The park offers excellent services, including clean restrooms and well-placed benches. The staff is friendly and helpful, ensuring a pleasant experience for all visitors. However, the food options at the park's café are limited, which might be a downside for some.*

Paragraph 3:

- Examines any special events or unique offerings.
- Discusses the value for money and overall satisfaction.
- Provides recommendations or tips for future visitors.

Example: *Sunny Park frequently hosts community events, such as outdoor concerts and art fairs, adding to its appeal. The park is free to enter, making it an excellent value for a family outing. Visitors are advised to bring their own snacks and drinks due to the limited café menu.*

- Product review main body:

Paragraph 1:

- Describes the product and its intended use.
- Provides details about its features and specifications.
- Introduces the purpose and function of the product.

Example: *The 'Ultra Vac 3000' is a high-performance vacuum cleaner designed for both home and business use. It features a powerful motor, advanced filtration system, and various attachments to handle different cleaning tasks. Its primary function is to provide efficient and thorough cleaning of various surfaces.*

Paragraph 2:

- Evaluates the performance and effectiveness of the product.
- Discusses the build quality, design, and usability.
- Highlights both the strengths and weaknesses of the product.

Example: *The 'Ultra Vac 3000' works really well, picking up dirt and dust easily from carpets and floors. It is built well and looks modern. It is a bit heavy, which might make it hard for some people to use.*

Paragraph 3:

- Reviews any additional features or unique aspects of the product.
- Analyzes the price and value for money.

Example: *This vacuum has extra features like a HEPA filter for allergies and a cord rewind button for easy storage. It is priced well and offers good value for money. Its modern design and foldable edges make it easy to store; additionally, the cord rewind button saves you the trouble of winding up the cord after use.*

3. Conclusion:

- Summarises the positives and negatives and helps the reader recall the main points of the review.
- Provides a final evaluation or judgment of the item, reflecting the reviewer's overall satisfaction or dissatisfaction.
- Provides a recommendation and suggests whether the reader should consider the item.

General Features

- Present tenses are used.
- Written in the first-person point of view.
- Simple and clear vocabulary are used.
- Technical vocabulary is used.
- Rating can be used.

Annotated Sample

Game Review: "Mystery Island Adventure

The introduction provides background information about the game

Released in 2024, 'Mystery Island Adventure' is an exciting puzzle video game developed by Fun Quest Studios. This game, available on multiple platforms, invites players to explore a mysterious island filled with hidden secrets and challenging puzzles. With captivating graphics and an engaging storyline, 'Mystery Island Adventure' offers a thrilling experience for young gamers making them feel they are in a movie and they are in full control of its events.

Present tense

Introducing the game theme

The plot of 'Mystery Island Adventure' follows a young explorer named Alex, who washes up on the shores of a deserted island after a storm. As players guide Alex through the island, they uncover ancient ruins, hidden caves, and secret pathways. The game's setting is beautifully designed, with lush forests, sparkling beaches, and eerie underground tunnels that create a sense of wonder and excitement. Themes of adventure, bravery, and problem-solving are woven throughout the story, as Alex encounters various obstacles and puzzles that must be solved to progress.

The paragraph highlights both positive and negatives

The characters in 'Mystery Island Adventure' are well-developed and add depth to the game's narrative. Alex, the main character, is both courageous and resourceful, making the player feel connected to the journey. Along the way, Alex meets interesting island inhabitants, each with their own backstory and personality. The voice acting is top-notch, bringing these characters to life. One downside, however, is that some characters could benefit from more detailed storylines. Despite this, the overall performance of the characters adds richness to the game.

The paragraph discusses the technicalities of the game

Technical vocabulary

The technical aspects of 'Mystery Island Adventure' are impressive. The soundtracks are immersive, enhancing the mood of each scene, whether it is the serene sound of waves on the beach or the tense music during a puzzle challenge. The graphics are vivid and detailed, making the island environment feel real and inviting. The controls are well-designed, allowing players to easily navigate through the game. One of the standout features is the dynamic weather system, which changes the environment and adds an extra layer of challenge and realism to the game.

Connectives are used to summarise

All in all, Mystery Island Adventure' has many positives, including captivating graphics, an engaging storyline, and well-developed characters. However, some characters' storylines could be more detailed. Overall, the game provides excellent value for money and is highly recommended for young gamers who enjoy puzzles and adventure. The unique features, such as the dynamic weather system and intuitive controls, make it a standout choice in its category. While there is room for improvement in character development, its current performance and features make 'Mystery Island Adventure' a must-play for adventure enthusiasts.

Recommendation

Helping Vocabulary for Reviews Writing

Descriptive Language:

- Adjectives: Engaging, captivating, immersive, thrilling, impressive, vivid, realistic, breathtaking, charming, sophisticated.
- Adverbs: Excellently, seamlessly, effectively, beautifully, masterfully, convincingly, skillfully, elegantly.

Evaluation and Judgment:

- Positive: Outstanding, exceptional, remarkable, superb, excellent, fantastic, phenomenal, top-notch.
- Negative: Disappointing, lacking, underwhelming, mediocre, flawed, inconsistent, unsatisfactory.

Opinions and Emotions:

- Positive: Enjoyable, thrilling, exciting, fascinating, delightful, satisfying, rewarding, captivating.
- Negative: Frustrating, confusing, tedious, dull, uninteresting, repetitive, overwhelming.

Technical Aspects:

- Graphics and Visuals: Stunning, vibrant, detailed, lifelike, cinematic.
- Sound and Music: Immersive, atmospheric, dynamic, melodic, evocative.
- Gameplay and Mechanics: Intuitive, responsive, challenging, innovative, strategic, addictive.

Impact and Influence:

- Influence on Audience: Engaging, memorable, influential, thought-provoking, impactful.
- Value and Worth: Worthwhile, valuable, cost-effective, indispensable, recommended.

Comparative and Contrastive:

- Comparative: Superior, better, stronger, more polished, more refined.
- Contrastive: Unlike, different, alternative, unique, distinctive.

General Impressions:

- Overall: Compelling, impressive, well-crafted, well-executed, well-rounded, commendable.

Example Sentences

Instead of	Try
The movie was good.	The movie was exceptionally well-crafted, with captivating characters and a riveting plot.
The book is boring.	Unfortunately, the book's predictable plot and lackluster characters made for a disappointing read.
The game was fun.	The game was incredibly entertaining with addictive gameplay and challenging levels.
The food was bad.	The food was unfortunately disappointing, with bland flavors and poor presentation.
The music was good.	The music was exceptional, creating a perfect atmosphere for the story.
The graphics were nice.	The graphics were visually stunning, immersing players in a detailed and vibrant world.
The controls were hard.	The controls were frustratingly unresponsive, hindering gameplay and causing unnecessary difficulty.
The acting was good." •	The acting was phenomenal, with each performance bringing depth and authenticity to the characters.
The plot was confusing.	The plot was unfortunately convoluted, making it difficult to follow and losing the audience's interest.
The characters were interesting.	The characters were complex and well-developed, evoking a range of emotions from the reader.

TOPIC 7 | NON-FICTION GENRES | PERSUASIVE WRITING

Persuasive texts are a form of written texts where the author aims to convince the reader to adopt their point of view, take a specific action, or support a particular cause. Persuasive writing is designed to influence the thoughts, beliefs, or actions of an audience. It appears in many forms; the following ones are among them:

➢ Persuasive articles

They are articles that discuss a topic with the target of convincing the readers with the writer's point of view.

Lay out and Text Structure

1. Headline:

- An attention-grabbing headline that attracts the reader and arouse their curiosity.
- The headline can be a rhetorical question, a hyperbolic statement, a call to an action, etc.
- The headline can contain a figure of speech, alliteration, rhyming, etc.

2. Introduction:

- It must hook the reader immediately and engage them.

There are several techniques to hook your reader in the introduction:

- ➢ Using an anecdote: Personal experience of your own.
- ➢ Using a rhetorical question and addressing the reader directly.
- ➢ Using a surprising and shocking fact.
- ➢ Using statistics.
- ➢ Using a riddle.
- ➢ Using generalisation
- After hooking the reader, you should follow with a clear statement of your position on the topic; you must show your side of the argument clearly. In the persuasive writing, you should clearly pick up one side of the argument and state your side clearly.

3. The main body:

It consists of three body paragraphs and it is structured as follows:

- Subheading can be used.
- Bullet points can be used.
- Connectives are used for organisation and cohesion.

Paragraph 1:

- present your strongest argument.
- Begin with a clear topic sentence that states the point you will discuss.
- Provide evidence, such as statistics, expert opinions, or real-life examples, to support your argument.
- Explain how this evidence backs up your point.

Persuasive techniques are a must (DAFORESTIH).

Paragraph 2:

- present another strong argument.
- Again, start with a topic sentence and follow it with supporting evidence and explanations.
- Make sure this point builds on your previous argument and continues to strengthen your overall case.

Persuasive techniques are a must (DAFORESTIH).

Paragraph 3:

- Address potential counterarguments. The counterargument is the opposite point of view.
- Clearly state the opposing point of view and then show its weaknesses through evidence.

This technique is effective because it preempts the reader's doubts and provides answers, leaving no room for uncertainty.

Persuasive techniques are a must (DAFORESTIH).

4. Conclusion:

- summarise your main points and restate your thesis in a powerful way.
- End with a call to action, the best-case scenario or the worst-case scenario or a question to urge your readers to take a specific step or to think about the issue in a new light.

General features

- First person pronouns are used
- Directly addressing the reader using second person pronouns, imperatives and rhetorical questions.
- Facts and opinions are used.
- Written in informal style, but if your audience are adults, try to keep a polite and moderate language style while keeping the informality and friendly tone.
- Present tenses are used.
- Persuasive techniques are used.

Persuasive techniques: directly addressing the reader, alliteration, anecdote, figures of speech, facts, opinion, repetition, rhetorical questions, examples, emotive language, exclamation marks, statistics, triplets, imperatives, hyperbole).

For examples and detailed explanation of the persuasive techniques, refer to 'Part 1, Unit 2, Lesson 2, topic 2'

Annotated Sample

THE OCEANS ARE DYING

The headline contains a figure of speech to grab the reader's attention

The letters are capitalised for more emphasis

Opening with a fact and a conversational word 'ok'.

OK, so the oceans have always changed over time. Yes, we know that marine ecosystems have evolved for millions of years. Yet what is happening now is much more terrifying! The oceans are dying at a faster pace than ever before. We – the human race – are destroying our waters. Fact.

The writer shows their point of view directly

How do we know?

Subheading

Present tenses

For years, scientists have used information from research expeditions and satellite data to examine the situation. There's no doubt about it: pollution and overfishing have increased, causing catastrophic harm to marine life. Scientists have studied the effects on coral reefs and fish populations. We are depleting our oceans' resources ten times faster than ever before!

Using a fact, statistics and an exclamatory sentence as persuasive techniques

Here's the evidence:

- Coral reefs are dying. In the past 50 years, we have lost more than half of the world's coral reefs, BUT the past five years have seen the most dramatic decline. FACT.
- Fish populations are plummeting. Overfishing has led to a 90% reduction in some fish species. AND the rate of decline is accelerating. It's a disaster for marine biodiversity. FACT.
- Plastic pollution is rampant. An estimated 8 million tonnes of plastic enter the oceans each year, BUT this number is rising, choking sea life and poisoning the water. FACT.
- Ocean temperatures are rising. The past decade has seen the warmest ocean temperatures ever recorded. AND this is causing more frequent and severe hurricanes. FACT.

In this paragraph, bullet points are used for listing, capitalised words 'BUT, FACT' are used to highlight them and make them stand out, statistics are used

Some opponents?

Non-standard English to create a conversation tone in the form of a rhetorical question to present the counter argument

Some people argue that the oceans are vast and resilient, capable of withstanding human impact. However, the evidence overwhelmingly shows that human activity is causing irreversible damage. Ninety-nine per cent of scientists agree that our actions are driving this destruction. Ignoring this consensus and failing to act will only lead to the collapse of marine ecosystems. Fact.

Opposing the counterargument and showing its invalidity

Worst-case Scenario

Triplets

If we continue on this path, the entire marine species can become extinct, coastal communities may be destroyed by rising sea levels, and the global food chain will be severely disrupted. Still don't believe me? Wow! Then ask a scientist. Ninety-nine per cent of them say we're destroying our oceans. The evidence is clear and undeniable. It's time for us to take responsibility and make changes to protect our waters before it's too late. Act now, reduce waste, and advocate for change. Our future depends on it. Fact.

Call to action and imperative verbs

One word sentence and it is repeated all through the text

Persuasive writing also appears in the following form:

- **Brochures and Leaflets:** They are printed or digital informational documents that are designed to inform, persuade, or promote a specific message or product. Knowing your audience is crucial. Tailor your content to their interests, needs, and preferences.

Layout and Text Structure

- Subheadings can be used to enable the reader find the exact part they want easily.
- Bullet points can be used.
- Short paragraphs.

1. Headline:

- It should be catchy and grab the readers' attention.
- It should be clear and concise, highlighting the main benefit or message.

Example*: "Transform Lives: Support Our Education Initiative!"*

2. Introduction:

- It provides a brief overview of what the brochure is about.
- If the brochure is about solving a problem (like smoking, poverty), mention the problem and hint at the solution or benefit you are offering.

Example: *Millions of children lack access to quality education. Join us in making a difference.*

3. The main body:
It consists of three body paragraphs and subheadings can be used.

Paragraph 1: Describing the Problem or Place

- Problem: If the brochure is about a cause or problem, start by describing its negative effects. Use facts and statistics to highlight the severity of the issue.
- Place: If the brochure is about a place, describe why it is worth visiting. Highlight key attractions and unique features.

Example for a Cause/Problem:

"Plastic pollution is one of the biggest threats to our oceans. Every year, millions of tonnes of plastic waste enter the sea, harming marine life. Sea turtles mistake plastic bags for jellyfish and ingest them, leading to fatal blockages. Seabirds and fish get entangled in plastic debris, causing injuries and death."

Example for a Place:

"The Great Barrier Reef is home to some of the most spectacular marine life on the planet. Snorkel or dive among colorful corals and tropical fish, and discover the beauty of this underwater paradise. With over 1,500 species of fish and 400 types of coral, there is always something new to see."

Paragraph 2: Offering a Solution or Highlighting Benefits

- Solution: Present the solution to the problem you described in the first paragraph. Explain how your organization, initiative, or proposed action can address the issue.
- Benefits: If the brochure is about a place or service, highlight the benefits and unique experiences it offers.

Example for a Cause/Problem:

“To combat plastic pollution, we are launching a campaign to reduce plastic waste and promote recycling. Our initiatives include beach clean-up events, educational programs in schools, and partnerships with businesses to reduce single-use plastics. Together, we can make a significant impact and protect our marine ecosystems.”

Example for a Place:

Experience the thrill of swimming alongside majestic sea turtles and graceful manta rays. Take a guided tour to explore hidden lagoons and vibrant coral gardens. Whether you're a seasoned diver or a first-time snorkeler, the Great Barrier Reef offers unforgettable experiences for everyone."

Paragraph 3: How to Get Involved

- Call to Action: Encourage the reader to take specific actions. Be clear about what steps they can take to support your cause or enjoy the benefits you've described.
- How to Get Involved: Provide details on how the reader can get involved, such as donating, volunteering, visiting, or supporting your initiative.

Example for a Cause/Problem:

"Join us in our fight against plastic pollution. You can help by participating in our beach clean-up events, spreading awareness about the issue, and reducing your use of single-use plastics. Visit our website to learn more about how you can make a difference and support our campaign."

Example for a Place:

"Ready to explore the Great Barrier Reef? Book your eco-friendly tour today and experience the beauty of this natural wonder. Visit our website at www.greatbarrierreef.com to find trusted tour operators and learn about the best times to visit. For bookings and inquiries, call us at 1-800-555-5678."

4. Conclusion:

- Summarize Main Points: Recap the key messages from the brochure.
- Call to Action: End with a strong call to action, motivating the reader to take immediate steps.
- You can provide you're the place / organisation website, phone number, timings, how to reach the place, etc.

Example for a Cause/Problem:

"Our oceans are facing unprecedented challenges due to human activities. By reducing plastic use, participating in clean-up events, and supporting educational initiatives, we can turn the tide. Act now, reduce waste, and advocate for change. Our future depends on it. Visit www.saveourseas.org or call 1-800-555-1234 to be one of the world saviours."

Example for a Place:

"The Great Barrier Reef offers a unique and unforgettable experience for all who visit. Dive into an underwater world filled with vibrant corals and exotic marine life. Book your tour, explore responsibly, and create memories that will last a lifetime. Visit www.greatbarrierreef.com or call 1-800-555-5678 to make your reservation."

General Features

- Persuasive techniques are used generously
- Present tenses are used.
- Descriptive language is used.
- Use vivid descriptions to connect with the reader emotionally.
- Informal, friendly and engaging language is used.

Annotated Sample

Escape the Ordinary: Discover Sun Splash Beach Resort!

A catchy headline

Rhetorical question

Addressing the reader's emotions

Are you tired of the same old summer vacation? Dreaming of crystal-clear waters, sandy beaches, and endless fun? Then pack your swimsuit and shades because Sun Splash Beach Resort is the ULTIMATE summer destination for YOU! Imagine waking up to the gentle ocean breeze and the sound of crashing waves. Picture yourself splashing in crystal-clear waters, building sandcastle masterpieces, and creating memories that will last a lifetime. At Sun Splash Beach Resort, your dream summer vacation becomes a reality.

Description of the place and the activities there

Endless Beach Bliss

Sun Splash boasts a breathtaking stretch of golden sand, perfect for beach lovers of all ages. Want to build epic sandcastles that rival medieval fortresses? We've got the space. Feeling adventurous? Challenge your friends to a thrilling beach volleyball match or test your surfing skills on the gentle waves. Craving relaxation? Sink your toes into the warm sand and let the sun melt away your worries. Sun Splash caters to every beach fantasy!

Dive into Fun

Beyond the stunning beach, a world of water-filled excitement awaits at Sun Splash. Take a refreshing dip in our expansive swimming pool, complete with a splash zone for little ones to giggle and play. Feeling competitive? Challenge your family to a race down the thrilling water slide. Need a break from the sun? Dive into our fun-filled game room for an afternoon filled with arcade games, virtual reality adventures, and dancing under the disco ball. Sun Splash keeps the fun flowing all day long!

Unforgettable Family Memories

Sun Splash isn't just about the beach and games; it's about creating lasting memories with your loved ones. After a day of adventure, refuel at our on-site restaurant, where delicious pizzas, juicy burgers, and tempting ice cream sundaes await. Don't miss our family-friendly evening activities! From themed nights and poolside movies to exciting talent shows (where you could be the star!), Sun Splash ensures every evening is filled with laughter and joy.

Present tenses

So, why wait? Don't let another summer slip away. Is it time to trade the everyday for extraordinary adventures? Are you ready to swap screen time for sunshine and sandcastles? Sun Splash Beach Resort is waiting to transform your summer vacation into an unforgettable memory. Book your getaway today and let the seaside fun begin!

Call us at (555) BEACH-FUN and let the fun begin!

P.S. Visit our website for incredible deals on family packages and exciting kid-friendly activities! www.beach-splash-fun@UK.com

Helpful Phrases for Persuasive Writing

It's time to consider...

In today's world...

Picture yourself...

Imagine a future where...

Let's take a closer look at...

Now, here's the thing...

But here's the real kicker...

It cannot be denied that...

If you're still not convinced...

It's worth noting that...

Here's where it gets interesting...

It's all about finding that balance...

Now, let's talk facts...

What if I told you...

Remember, we're in this together...

It's not just about...

Here's the takeaway...

Without a doubt...

Consider this for a moment...

UNIT 2 | WRITING

LESSON 2 | NEUTRAL WRITING GENRES

UNIT 2 | WRITING

LESSON 2 | NEUTRAL WRITING GENRES

The difference between fiction and non-fiction writing goes beyond what they're about. Non-fiction writing has a specific structure for each topic, while fiction writing follows plot stages and genre features.

But some writing types are in between. They're supposed to be non-fiction because of their structure, but they sometimes show up in fiction writing because they're kind of "made up."

These are things like diary entries, letters, and e-mails.
If you come across these types in fiction writing tasks, just use their structure but make up the content like it's a story. This way, you can smoothly use these non-fiction structures in imaginative writing.

TOPIC 1 | DIARY ENTRY

Diary entries are personal reflections, record and accounts of one's thoughts, feelings, and experiences. They are a daily registration of one's daily events, thoughts, feelings, and experiences. They are written in first person and serve as a private space for the writer to express themselves freely. Diary entries is a neutral genre that can appear in both fiction and non-fiction writing questions.

Layout and Text Structure Features

1. Day and date:

- The day and the date are written on the top right; they are recorded as this is supposed to be the writer's account where they record what they want to talk about on daily basis and more than one time per day.

2. Salutation:

- The diary entry opens with a salutation which is 'Dear Diary,". The diary is supposed to be the writer's intimate friend and their mirror.

3. Introduction:

- It introduces a brief overview or summary of the incident that happened.
- It sets the mood and states the emotions of its writer.

4. The main body:
It consists of three body paragraphs and is structured as follows:

- The paragraphs are written in chronological order.
- Time connectives are used.
- Descriptive language and emotions expression is a must.

Paragraph 1:

- The first paragraph typically describes the setting and the initial events of the day. It sets the scene and provides context for the events that will be discussed.
- Use descriptive language to vividly portray the surroundings, weather, and any initial feelings or thoughts the writer has.

Paragraph 2:

- It delves into the main events or incidents that took place and provides a detailed account of what happened, who was involved, and how the events unfolded.
- It uses time connectives (e.g., first, next, then, later) to maintain a chronological flow.
- It Includes sensory details and emotions to make the narrative engaging.

Paragraph 3:

- It may cover any additional events or details that occurred later in the day. This can include secondary incidents, interactions, or changes in the writer's feelings and thoughts.
- It continues to use descriptive language and emotions to provide a deeper insight into the day's happenings.

5. Conclusion:

- The final paragraph is a reflective conclusion where the writer summarizes the day and expresses their thoughts and feelings about the events. It may include lessons learned, personal insights, future expectations or decisions.
- This paragraph wraps up the entry and gives a sense of closure.
- a closing phrase like "Goodnight" or "Until tomorrow."

6. Closing:

Sign-Off:

- The diary entry typically ends with a sign-off, which can be as simple as the writer's name, initials, or a closing phrase like "Goodnight" or "Until tomorrow."

General Features

- It is written in informal, friendly and chatty language.
- First person pronouns are used.
- It describes feelings in detail to provide a deep insight into the writer's emotional state.
- Past tense is used when narrating the past incidents, while present tenses are used to describe current thoughts and feelings.
- Rhetorical questions are used to express wonder, doubt, or contemplation (e.g., "Why did this happen to me?").
- Directly address the diary as if it were a confidant or friend. This can make the writing more personal and engaging (e.g., "Dear Diary, you won't believe what happened today!").

Annotated Sample

Day and date

Monday, June 30, 2024

Salutation

Dear Diary,

Chatty and friendly language

Expressing feelings

How is everything?! Well, for me I'm speechless, actually I'm on the verge of weeping! Today was one of the most emotional days I've ever experienced. It started off as any normal day, but by the end, I was overwhelmed with a mix of sadness, nostalgia, and a strange sense of …how can I describe it?! Mm… closure maybe. Early in the morning, I received a call that I never expected. My old friend, Emma, who I hadn't spoken to in years, reached out to tell me that she was moving away. We used to be inseparable, but life took us in different directions. Hearing her voice brought back a flood of memories and made me realize how much I've missed her.

Inner thoughts

Chronological order

Setting the scene

After the call, I decided to take a walk to clear my head. The weather was gloomy, mirroring my mood perfectly. The sky was overcast, and a light drizzle started as I walked through the park. The familiar path we used to take together felt different today, filled with a sense of longing. I remembered all the times we laughed, shared secrets, and dreamed about the future.

First person

Details about the regathering

In the afternoon, I met up with Emma for coffee. Seeing her in person after so long was surreal. We talked about old times, the paths our lives have taken, and why we drifted apart. It was a bittersweet conversation, filled with laughter and tears. I felt a mix of joy at reconnecting and sorrow knowing she would soon be far away. Why do goodbyes have to be so hard? I don' know, but it really hurt.

Non-standard English

Past tense

As the day came to an end, we walked through the town one last time. We visited all our old favorite spots – the bookstore where we spent hours, the café where we had our first coffee, and the bench by the lake where we made so many plans. Each place was a reminder of our friendship and the bond we shared. It was like reliving our past in a few short hours.

Lesson learned

Looking back at the day, I realized how precious our memories are and how important it is to cherish the moments we have with the people we care about. Even though Emma is moving away, I feel a sense of peace knowing that we reconnected and shared one last day together. It's not a goodbye, but rather a new chapter in our lives. I am grateful for the time we spent and the memories we created.

Until tomorrow,
Angela

Helpful phrases that can be used in writing a diary entry

Introduction:
"Dear Diary,"
"Today was..."
"Another day has come and gone..."
"As I sit down to write, I reflect on..."

Describing Emotions:
"I felt a mix of emotions today..."
"My heart soared when..."
"I was overwhelmed by..."
"A sense of contentment settled over me as..." / "Tears welled up in my eyes when..."
Events and Activities:
"The highlight of my day was..."
"I spent the morning doing..."
"In the afternoon, I..."
"I had the chance to..."
"I found myself engaged in..."
Thoughts and Reflections:
"I couldn't help but ponder..."
"It got me thinking about..."
"I realized that..."
"I've come to understand..."
"This made me question..."
Challenges and Struggles:
"I faced a difficult situation when..."
"I struggled with..."
"It was hard to cope with..."
"I found myself grappling with..."
"I had to summon all my strength to..."

Gratitude and Positive Moments:
"I'm grateful for..."
"I'm thankful that..."/ "Today reminded me of the blessings in my life..."/ "I felt a deep sense of gratitude for..."
"It's moments like these that make life beautiful..."
Observations and Details:
"The sun cast a warm glow over..."
"I noticed the way..."/ "As I walked, I saw..."
"The scent of... lingered in the air..."
"Colors seemed more vibrant as..."

Plans and Hopes:
"Looking ahead, I'm excited to..."
"I'm hopeful that..."
"In the coming days, I plan to..."
"I'm looking forward to..."
"I can't wait to see what the future holds..."
Lessons and Insights:
"Today taught me that..."
"I've come to realize..."
"I learned a valuable lesson about..."
"This experience reaffirmed my belief in..."
"I now understand the importance of..."
Closing:
"As I close this entry..."
"I'm grateful for the chance to record..."
"Tomorrow is a new day, full of possibilities..." / "Until next time, Diary..."
"Signing off for now..."

TOPIC 2 | LETTERS

Letters can be categorized into two main types: Formal and Informal.

Formal Letters are used for professional, official, or serious purposes. They serve as a way to convey information, make requests, offer proposals, express opinions, or initiate correspondence with a sense of formality and respect.

Informal Letters are personal and friendly in nature. These letters are often used to communicate with friends, family members, acquaintances, or anyone with whom you share a close and familiar relationship. They prioritize a warm and conversational tone, allowing you to express feelings, thoughts, and experiences in a relaxed and personal manner.

Layout and Text Structure Features

1. Sender's Address:

- Positioned at the top right corner of the letter.
- Includes the sender's name, street address, city, state.

2. Date:

- Written below the sender's address.
- Indicates when the letter was written.

3. Recipient's Address:

- Placed on the top left the line below the date aligned with the left margin.
- Includes the recipient's name, street address, city, state.

4. Salutation:

- A greeting addressing the recipient.
- For formal letters: "Dear Mr. Smith," or "Dear Ms. Brown,"
- For informal letters: "Hi Sarah," "Hello John," "Hey Alex,"

5. Body of the Letter:
The main content where the sender communicates the purpose, message, or information and it is divided into three paragraphs:

For Formal Letters:

Paragraph 1: Introduction and Purpose

- Begin with a clear statement of the purpose of the letter. This sets the tone and context for the rest of the content.

Example: "I am writing to inquire about the availability of your services for an upcoming project."

Paragraph 2: Main Content and Details

- Provide detailed information relevant to the purpose of the letter. This could include background information, specific requests, or any other pertinent details.

Example: "Our company is planning a new marketing campaign and is interested in your expertise in digital advertising. We would like to know more about your services and pricing."

Paragraph 3: Closing and Call to Action

- Summarize the key points and restate the main purpose of the letter. Clearly specify any actions you expect the recipient to take.

Example: "Please provide us with a detailed proposal by August 15th. We look forward to your response."

For Informal Letters:

Paragraph 1: Friendly Greeting and Introduction

- Start with a warm and personal greeting. Mention any recent events or shared experiences to set a casual and friendly tone.

Example: "Hi Sarah! I hope you're enjoying your summer break. It feels like ages since we last caught up!"

Paragraph 2: Main Content and Personal Updates

- Share personal stories, updates, or thoughts. This is where you can talk about what's been happening in your life, ask questions, or discuss shared interests.

Example: "I've recently started taking painting classes, and it's been so much fun! Have you picked up any new hobbies lately?"

Paragraph 3: Closing and Future Plans

- Conclude with well wishes and any future plans or hopes. You might also mention looking forward to a future meeting or continued correspondence.

Example: "Looking forward to hearing from you soon. Maybe we can plan a weekend getaway before school starts again. Take care!"

6. Closing:

- Formal Letters: Polite farewells such as "Sincerely," "Yours truly," "Best regards," followed by a comma.
- Informal Letters: Casual and friendly closings like "See you soon," "Bye for now," "Love," etc.

7. Signature:
- The sender's name is signed below the closing.
- In formal letters, include the full name if it hasn't been mentioned at the beginning.
- In informal letters, a first name or nickname is often sufficient.

General Features

Formal Letters:

- Tone: Professional, respectful, and clear.
- Language: Uses formal language and proper grammar.
- Purpose: To convey important information, make requests, express concerns, or offer proposals.
- Audience: Typically addressed to people in a professional or official capacity, such as employers, businesses, government officials, or academic institutions.

Informal Letters:

- Tone: Personal, friendly, and relaxed.
- Language: Casual language and may include contractions or colloquialisms.
- Purpose: To share personal news, express feelings, or maintain relationships.
- Audience: Usually addressed to friends, family members, or acquaintances.

Sample of an Informal Letter

Hey Sam,

I hope this letter finds you well and enjoying life. I just had to share some exciting news with you – guess what? I got an A+ on my recent [Subject] test! Can you believe it? I'm still doing a happy dance over here.

I remember how we were both studying like crazy for that test, burning the midnight oil and going through countless notes. All that hard work paid off, and I couldn't be happier. When I saw that A+ on my paper, I couldn't stop smiling. It's like all those hours of studying suddenly made perfect sense.

I have to admit, I did a little victory dance in my room when I saw the grade. It's such a great feeling to know that our efforts paid off. Plus, it's even sweeter to celebrate it with you. I wish we could meet up and have a little celebration of our own – maybe some pizza and ice cream to mark the occasion.

I want to say a huge thank you for all the study sessions and encouragement. Your support really made a difference, and I'm grateful to have a friend like you. I'm already looking forward to our next study adventure. Who knows? Maybe we can keep this winning streak going.

Anyway, I just wanted to share the good news with you. I hope everything's going great on your end too. Let's catch up soon and maybe plan that celebration I mentioned. Until then, keep rocking those studies and being awesome!

Take care and talk to you soon.

Warmest wishes,

Adam

Sample of a Formal Letter (Persuasive)

20 ST. Michael St.,
London, England
5th November, 2024

Power Electrics,
3 Avenue St.,
London, England

Dear Principal,

I hope this letter finds you well. I am writing to express my concern about the amount of waste our school produces and to suggest a solution that can benefit both our environment and our school community. I believe that implementing a recycling program at our school is essential, and I would like to explain why this would be a positive change for everyone.

Firstly, a recycling program would help reduce the amount of waste that our school sends to landfills. Many of the materials we throw away, such as paper, plastic, and aluminum, can be recycled and used again. By recycling, we can help conserve natural resources and reduce pollution, which is crucial for protecting our planet for future generations.

Secondly, having a recycling program would teach students the importance of being responsible citizens. By learning how to recycle properly, we can develop good habits that will stay with us throughout our lives. This program could also be tied into our science and environmental studies, making learning more practical and engaging.

Furthermore, a recycling program could save our school money. By reducing the amount of waste that needs to be disposed of, the school may lower its waste disposal costs. Additionally, we could earn money by collecting recyclable materials, which could be used to fund school projects or activities.

I understand that starting a recycling program requires effort and resources, but I am confident that with the support of students, teachers, and parents, we can make it successful. I am willing to help organize the program and raise awareness among my fellow students. I believe that this initiative will have a lasting positive impact on our school and community.

Thank you for considering my request. I hope that you will support the idea of a recycling program and help us make our school a greener place. I look forward to hearing your thoughts on this matter.

Yours sincerely,
Adam

TOPIC 3 | E-MAILS

Emails, short for "electronic mails," are a form of electronic communication that allows individuals to send and receive messages using digital devices and the internet.

Features of Emails:

- Addressing: Emails require the recipient's email address, which uniquely identifies the individual or organization. The sender's address is also included to identify the source of the email.
- Subject Line: The subject line succinctly summarizes the content of the email, helping recipients understand the purpose or topic before opening the message.
- Message Body: The main body of the email contains the message's content. It can include text, images, hyperlinks, and formatting for clarity and expression.

E-mail types are the same as those of letters: formal and informal, and they follow the same organisation.

Sample of an informal E-mail (Recount)

To: Suzana.511@gmail.com
Subject: My Trip to the Zoo!

Dear Grandma,

I hope you are doing well! I wanted to tell you all about my trip to the zoo last weekend. It was such an exciting day, and I saw so many amazing animals that I just had to share it with you.

First, we went to see the lions. They were enormous and looked so powerful. One of them let out a loud roar that echoed through the whole zoo. I could feel it in my chest! It was a little scary, but also really cool to be so close to such a magnificent animal.

After that, we visited the monkey enclosure. The monkeys were swinging from tree to tree, making funny noises and playing with each other. They were so playful and energetic. I even saw one monkey steal a banana from another! It was hilarious, and I couldn't stop laughing.

Then, we walked over to the reptile house. Inside, it was dark and a bit creepy, but I got to see a huge python! It was curled up in a corner, and its skin looked so shiny and smooth. I also saw some colorful lizards and a big, lazy tortoise. The tortoise was moving so slowly that I thought it might be asleep!

Finally, we ended our day by watching the penguins. They were so cute, waddling around and sliding on their bellies. I loved watching them swim in the water. They were so fast, like little torpedoes! I even got to see a baby penguin being fed by its mom.

I had such a great time at the zoo and learned a lot about different animals. I can't wait to go back and visit again. I wish you could have been there with me!

Take care, Grandma, and I'll talk to you soon.

Love,

Sara

Helpful phrases that can be uses in writing formal letters and e-mails

Opening:
"Dear [Recipient's Name],"
"To Whom It May Concern,"
"Dear Sir/Madam,"
"Hello [Recipient's Name],"
"Good day,"

Introducing the Purpose:
"I am writing to inquire about..."
"I am contacting you regarding..."
"I would like to bring to your attention..."
"I am reaching out to discuss..."
"I am writing to request information about..."

Making Requests:
"I kindly request that..."
"Could you please provide me with..."
"I would appreciate it if you could..."
"I am wondering if you could..."
"I am hoping you could assist me in..."

Providing Information:
"I am pleased to inform you that..."
"I would like to share with you that..."
"I would like to update you on..."
"I am attaching the required documents..."
"Please find the details below:"

Confirming Details:
"As per our previous discussion..."
"To confirm the details we discussed..."
"I want to make sure I have the correct information..."
"Just to clarify..."
"I understand that..."

Apologizing or Expressing Regret:
"I apologize for any inconvenience this may have caused."
"I regret to inform you that..."
"I would like to apologize for the delay in..."
"I am sorry for any misunderstanding."
"Please accept my apologies for..."

Closing:
"Thank you for your attention to this matter."
"I look forward to hearing from you."
"Kind regards,"
"Sincerely,"/ "Best regards,"

Attachments:
"I have attached [document/file] for your reference."
"You will find the [document/file] attached."
"Please see the attached [document/file]."
"I am enclosing the [document/file] you requested."

Follow-Up or Next Steps:
"I will follow up with you [timeframe] to discuss..."
"I will await your response before proceeding further."
"Please let me know how you would like to proceed."
"Looking forward to our next steps."

Offering Assistance:
"If you require any further assistance, please don't hesitate to contact me."
"Should you need any additional information, feel free to ask."
"I am here to help if you have any questions."
"Please let me know if there's anything else I can do for you."
"If there's anything I can assist you with, please let me know."

UNIT 2 | WRITING

LESSON 3 | FICTION WRITING

UNIT 2 | Writing

LESSON 2 | FICTION WRITING

TOPIC 1 | PREPARATION FOR FICTION WRITING

Fiction writing is a liberating form of expression that sets the imagination free, allowing linguistic abilities to go beyond the limits of the skies. With a mere pencil and words as our brush, we can paint our own worlds, infusing them with the vivid colors of figures of speech. Through this art, we have the power to evoke a myriad of emotions in our readers' hearts: joy, fear, worry, sympathy, agony, nostalgia, tension, and beyond; the possibilities are boundless. So, take hold of your creative spirit, and let it dance across the pages as you craft stories that captivate and enthrall, leaving an indelible mark upon those who journey through the landscapes of your mind.

To paint the most vivid picture of your imagination, applying a structured approach to your stories is crucial, and that's where **plot stages** come into play.

Outlining Fiction Texts (Story Writing)

A well-structured piece of fiction writing follows a clear progression through several essential plot stages:

1- Exposition: The exposition serves as the introduction to the story.

2- Rising Action: During this stage, the plot speeds up, and the story's events start unfolding.

3- Climax: The climax represents the peak of intensity in the story. It is where the conflict or complexity reaches its highest point, creating a sense of suspense and excitement.

4-Falling Action: In this stage, the story starts to transition from the climax towards its resolution. It marks the beginning of the conflict's resolution or problem-solving process.

5- Resolution: The resolution is the final stage where the conflict is resolved, and the story concludes. Loose ends are tied up, and the readers gain closure on the characters' journeys.

Stag 1: Exposition

In story writing, the exposition is the introductory part of the story. It is the part in which you introduce your reader to the following:

- A hooking opening
- Setting
- Characters
- A subtle hint about the plot

Let's delve into each aspect:

- **A hooking opening:** You may choose from any of the seven opening types below to begin your story.

Opening Types:

1. A dialogue
Example:
“I will go first,” jack insisted. “No, we will all enter at the same time,” Emily said, paying no attention to Jack’s angry looks.

2-An action + description
Example:
Emily parted the thick leaves of the trees, revealing the concealed entrance to the cave. With a blend of curiosity and fear, the friends took their initial steps into the unknown—the haunted cave.

3-A description of place, time, feelings, etc.
Example:
The new-born sun was the signal of the journey beginning. Its golden rays danced upon the crystal-clear blue water, as if evoking it to stir. Sparkling with a glow was the water immediate response. A gentle breeze gracefully joined this symphony of beauty, bringing with it a sense of freshness and tranquility.
But life is not that peaceful…

4-A sound
Example:
“BOOM!” The rumbles of the echoing sound awakened the towering trees from their deep sleep. The melodious chirping of the birds was replaced with quakes of fear and wails of agony.

5-A flashback: a scene or event from the past is inserted into the current timeline of a story.
Example:
The blood had been spattered everywhere when Silvia entered the room — on the floor, the walls, the sofa, on her shoes. The once lively Glassy Mansion became a chilling crime scene after it had been a party venue. “Keep away from this mansion, Emma. Do whatever it takes to keep away from it,” mum’s words kept on echoing…
Emma's memory reel abruptly halted with a touch on her shoulder as she stood before the ominous building….the Glassy Mansion.

6-A flash forward: a scene or event from the future is shown before it happens in the chronological order of the story.
Example:
The ticking clock was the only sound in the room — but not for long. Gloria opened her eyes to catch a glimpse from the window. The clouds were turning black. The wind started to rebel against the calmness. The sea waves refused to be less rebellious, and they became like towers of furious water — racing fast to hit the chalet. The roaring was scary…Gloria could not comprehend; she blinked; nothing was there…

7-Foreshadowing: a hint or to future events in the story.
Example:
The tiring day came to an end and Sally wearily passed through the gates of the luxurious compound, dragging her feet towards her building with her eyes glued to the screen of the mobile phone, swiftly reading an e-mail and working her fingers hurriedly to reply. An obstacle disrupted her heavy steps — a cat, black as midnight. A startled scream escaped Sally's lips, but the feline remained silent, fixating on her with translucent eyes, its tail poised in the air. Upon closer inspection, Sally glimpsed a rat dangling between the black cat’s jaws… a sight that was only once seen before in the compound… the night before Dr. Adam’s death.

- setting

It is when and where the incidents take place. Describing your setting is a crucial part in your story writing; through your description you transport your reader to the world you want them to be in. When crafting your setting, you should try to address most of the reader’s five sense (sight-hearing-smell- touch-taste). Setting description does not appear only in the exposition; it appears whenever needed within the incidents of the story.

Example:
“A small village sat in the hills, glowing in the warm light of the setting sun. Stone streets wound between cute cottages with straw roofs. The air smelled of fresh soil, while a bubbling stream and the laughter of children filled the scene. In the middle of the village, a big old oak tree stood tall over a busy market with colorful fabrics and handmade items. Time seemed to slow down as the village welcomed twilight, becoming a peaceful and special place.

The above example introduces the setting in a descriptive way and utilizes sensory language to engage the reader's imagination, appealing to their senses of sight, smell, and sound. Overall, it creates a nostalgic and serene setting.

- Characters

In the exposition, you begin to introduce your characters to the reader, but it's essential to reveal them gradually rather than all at once. Characters in story writing can be categorized as follows:

Main Characters:

1- Protagonist: This character takes center stage and has a specific goal or target to achieve, often embodying goodness and virtue.

2- Antagonist: The antagonist serves as the primary obstacle for the protagonist, attempting to thwart their goals and typically representing evil or opposing forces.

Minor Characters (Supporting Characters):

These characters play a supportive role in the narrative, contributing to both the protagonist's and antagonist's journeys. They may assist, hinder, or provide essential elements to the overall plot.

Introducing the characters should be tailored in an artistic way; you do not just mention the name, the age, and profession for example — remember you are not reporting; you are creating.
So, going descriptive is essential. You are supposed to describe the outer appearance of your characters and provide minor details that can be used as clues to help your reader unlock the characters' traits.

The **STEAL Method** can be the tool by which you describe your characters in writing and to understand the traits of the character in reading.

The word **'STEAL'** is an acronym that stands for the following in characterisation:

SPEECH

You can give hints about the traits of your character through the language they use (sophisticated words or colloquial and slangs), the way they pronounce the words…etc.

Example:
"In the dimly lit room, a figure slouched against the wall, shrouded in shadows. His speech was laced with a distinct accent, hinting at a life spent traveling across distant lands. "Gimme a minute, mate," he muttered, his words dripping with a hint of weariness and a touch of mischief."

In this example, we get a glimpse of the character through his speech. The character's use of "mate" and a distinct accent suggests a background of travel and perhaps a friendly, approachable manner.

THOUGHTS

Revealing a character's thought process and beliefs can offer valuable insights into their traits and personality. For instance, a character who firmly believes that hitting children is an effective method of raising them is likely to be perceived as harsh and cruel.

Example:

“As the children played in the park, Sarah observed from a distance, her arms crossed and a disapproving frown etched across her face. "Kids these days need some discipline," she thought to herself, recalling her own upbringing. Her belief that a firm hand was the key to shaping well-behaved children was evident in the stern expression she wore, hinting at a harshness that lay beneath the surface.”

In this example, we gain a glimpse into Sarah's thoughts, which reveal her beliefs about raising children. Her belief in the necessity of physical discipline provides a clear indication of her character traits, painting her as a strict and potentially harsh individual.

EFFECT ON OTHERS

The "Effect on Others" aspect of character development refers to how a character's actions and behavior influence the people in their surroundings, shedding light on their personal traits. For example, when a character's presence brings happiness to those around them, it indicates they possess charm and likability.

Example:

“As Jane entered the bustling cafe, smiles bloomed on the faces of the baristas and regular patrons alike. The atmosphere seemed to brighten in her presence, and the air buzzed with a sense of joy. Strangers struck up conversations, drawn to her warm and approachable attitude. It was as if her mere existence had the power to create a shared sense of happiness, leaving no doubt that she was someone special.”

In this example, we observe the effect Jane has on others. Her presence brings about happiness and fosters a sense of connection among people, hinting at her kind and appealing nature. Through the reactions of those around her, we gain insights into her interpersonal dynamics and the positive influence she exerts on the people she encounters.

ACTIONS

A character's actions serve as the most direct and revealing method to portray their traits and personality. For example, a character who consistently refuses to help others and prioritizes their own gain, regardless of the cost, is likely to be perceived as a selfish and mean-spirited individual.

Example:

“As the elderly woman struggled to carry her heavy bags, John glanced at her and then hurriedly turned away his gaze, continuing on his way without offering any assistance. His disregard for her obvious struggle, coupled with a dismissive shrug, spoke volumes about his true nature. It was clear that his self-interest reigned supreme, even if it meant ignoring the problems of others.”

In this brief example, we witness John's actions and their impact on the elderly woman. His refusal to lend a helping hand and his lack of empathy reveal a mean-spirited character who prioritizes his own benefit above showing compassion or assisting those in need.

LOOKS

The ‘looks’ refers to the character’s outer appearance. Describing how the character looks like, and what they wear can be a compass that directs the reader to some of their traits.

Example:

“Ella commanded attention as she gracefully entered the room. Her tall, confident posture and emerald eyes that held a mix of determination and warmth immediately drew gazes. Her flowing hair, resembling sun-kissed waves, framed a face that wore a playful smirk, hinting at a playful side.

She was dressed in a well-tailored, charcoal-gray suit that reflected elegance and professionalism. However, the unbuttoned collar suggested a rebellious spirit, unafraid of breaking conventions. A delicate silver bracelet adorned her wrist, and a high-quality pocket watch peeked from her suit pocket, offering glimpses into a soul who cherished both the present and the past.

In this example, Ella's looks provide essential clues about her character. Her confident attitude and mischievous smile suggest a spirited individual with a zest for life. The combination of elegance and a touch of rebellion in her attire further hints at a multifaceted personality. As readers, we gain valuable insights into Ella's traits and behaviour through her physical appearance and fashion choices.

In conclusion, skillfully describing your characters in the exposition can captivate your reader, leaving them eager to delve deeper into the story, and evoking a sense of curiosity.

- A subtle hint about the plot

The fourth component of the exposition is where you offer your reader a clue about what your story holds. By providing a subtle hint about the plot, your reader begins to decipher the genre, anticipate key events, and form expectations for the narrative. Remember, it's crucial not to reveal all the details at once; instead, attract them with hints.

Example:
"As the sun set over the mysterious mansion, a faint silhouette was glimpsed moving steadily through the shadows. Whispers of long-buried secrets echoed through the halls, and an air of suspense hung in the atmosphere. Little did they know that the old family curse was about to rise again, unravelling a web of chilling mysteries that had lain dormant for generations."

In this brief example, the subtle hint about the plot lies in the mention of a mysterious mansion, lurking shadows, and long-buried secrets. The reader's curiosity is aroused, as they are invited to embark on a journey of suspense and unravelling mysteries. The exposition has set the stage for an engaging and enigmatic tale to unfold.

Stag 2: Rising Action

During this stage, the plot develops, and the story's events start to be uncovered. There are main aspects that distinguish this stage:

1. Plot development

Plot development refers to the progression of the story's central events and how they unfold. In the Rising Action, the plot begins to advance, and new elements are introduced, revealing twists and turns that keep the readers hooked. The story moves away from its initial setup in the exposition and delves deeper into the challenges and obstacles the characters face.

For example, if the exposition introduced a protagonist who dreams of becoming a professional athlete, the rising action might showcase their struggles in training, competing against formidable opponents, and dealing with setbacks and injuries. The story develops as the protagonist encounters various experiences that shape their journey towards their goal.

2. The conflict is introduced

Conflict is an essential element in storytelling as it creates tension and drama, making the plot more engaging. During the Rising Action, conflicts emerge and intensify, driving the characters to take action and make choices. There are different types of conflicts:

- Man versus Man (External Conflict): A conflict between two or more characters. This could be a physical confrontation or a clash of ideas.

Example: The conflict between Batman and Mr. Freeze in "Batman & Robin" is a classic example of the "Man vs. Man" theme.

- Man Versus Nature (External Conflict): A struggle between a character and the forces of nature like volcanoes, earthquakes, hurricanes…etc.

Example: The primary conflict in the movie 'The Revenant' revolves around Hugh Glass's struggle for survival against the relentless forces of nature. He must endure extreme cold temperatures, treacherous terrains, and scarce resources while nursing his wounds.

- Man vs. Society (External Conflict): A conflict that arises when a character challenges societal norms or faces opposition from the community.

Example: In "Zootopia" movie, the main character, Judy Hopps, is a young and ambitious bunny who dreams of becoming a police officer in the sprawling city of Zootopia. However, she faces the challenge of breaking societal norms and stereotypes, as no bunny has ever been a police officer before.

- Man versus Supernatural Powers (External Conflict): a conflict that arises when a character challenges other characters with super powers.

Example: The primary conflict in 'Harry Potter' centers around Harry Potter's battle against the dark and supernatural forces that seek to obtain the Sorcerer's Stone.

- Man versus self (Internal Conflict): An internal conflict within a character, such as dealing with doubts, fears, or internal struggles.

Example: "In Inside Out" movie, the main character is an 11-year-old girl named Riley. The conflict revolves around the emotions inside Riley's mind, personified as Joy, Sadness, Fear, Disgust, and Anger. These emotions play a vital role in shaping Riley's thoughts, memories, and actions.

3. Character Development

Character development is when a writer shows how a character changes or grows throughout a story. It's like watching someone learn and grow in real life. This can happen through their actions, thoughts, and interactions with other characters. It is very important because it adds a sense of reality to the story. Character development also highlights the strengths and weaknesses a character has and how these traits evolve over time.

Example: In the beginning of a story, a shy boy named Max might be afraid to speak in class. As the story goes on, Max makes new friends and learns to be more confident. By the end, he might give a big presentation in front of everyone.

4. Building up suspense, tension and mood & preparing for the climax

This part is the master of this section; suspense and tension should be present in the rising action stage. There are many techniques that can be used to create suspense and tension:

- Creating suspense and tension through punctuation: use dashes, ellipsis and exclamation marks.

Example: She sped up her steps towards the classroom — all eyes were tracking her…faster and faster she went on. she stumbled — but to her surprise, silence prevailed!

- Creating suspense and tension through grammar and sentence structure
- Use short sentences.
- Use sentence openers: phrases or dependent clauses.
- Use one-word sentences.
- Use repetition.
- Use triplets.
- Use sentence fragments / phrases after long sentences to vary your sentences length.
- Use the passive voice.
- Use action verbs.
- Use pronouns at the beginning to delay the reveal of the information.
- Use adverbs as intensifiers.
- Use connectives, especially of contrast.

Example:

Darkness surrounded them while some shadows flickered on the walls. Silence. Footsteps echoed through the empty hallway. Thump. Thump. Thump. Suddenly, a cold draft swept in, causing the old wooden door to creak. The air felt heavy, almost suffocating. Something moved. The lights flickered again, casting eerie shapes on the walls. They held their breath. Slowly, the floorboards groaned under an unseen weight. Panic rose. What was that? Who was there? Swiftly, the figure emerged from the shadows, its face hidden. Unexpectedly, the silence was broken by a low growl. Their hearts pounded rapidly and relentlessly. No escape. They were trapped.

In the previous example, grammar and sentence structure were used to create suspense:

- short sentences: ‘Something moved,’ ‘They held their breath,’ ‘Panic rose,’ etc.
- sentence openers: ‘Suddenly, Slowly, Swiftly.’
- one-word sentences: ‘Silence’
- repetition: ‘Thump. Thump. Thump.’
- sentence fragments: ‘No escape’
- passive voice: ‘silence was broken by a low growl’, ‘They were trapped.’
- adverbs as intensifiers: ‘rapidly, relentlessly’.

- Creating suspense and tension through vocabulary and language
  - Use imageries and sensory details.
  - Use figures of speech.
  - use words and phrases to convey shades of meaning appropriate to the context.
  - Use powerful adjectives to convey the tone and mood.
  - Deliver implied messages through idioms.
  - Transform meaning with prefixes and suffixes.

Example:

The night was pitch black, the kind that swallowed every hint of light. A chilling wind whispered through the trees, its icy fingers brushing against their skin. The air was thick with the scent of damp earth and decay, and the shadows danced like phantoms in the moonlight. Their hearts hammered in their chests, the sound deafening in the stillness. As they ventured deeper into the forest, the silence was shattered by an ear-splitting screech, sending shivers down their spines. It was as if the darkness itself was alive, watching, waiting. Their breaths came in short, ragged gasps. Their fear was growing. The path was treacherous, littered with twisted roots and jagged rocks that seemed to grab at their feet, eager to pull them into the unknown. Unseen eyes seemed to follow their every move, a silent reminder that they were not alone.

- Creating suspense and tension through text structure techniques
- Use single sentence paragraphs.
- Use flashbacks
- Use a variety of techniques to connect your paragraphs and to refer back to the information; alternate among the following:
  - connectives.
  - pronouns
  - repeated words and phrases
- Use variety of sentence openers.

Example:

The sky was an inky void. They trudged forward, hearts pounding, every shadow seeming to come alive. Silence. Only the rustling of leaves.

A sudden memory hit her. She remembered the old tales of this forest, whispered by her grandmother. "Beware the shadows," she had warned. "They hide more than just darkness."

Suddenly, a branch snapped.

She froze.

Was it just an animal? Or something more sinister? She couldn't be sure. Her breath quickened.

The memories kept coming. The last time she had heard that screech, it had been the night her brother disappeared. No trace was ever found. Only his whispered warnings lingered in her mind. "Don't go into the forest."

Another one. Her brother's voice, desperate. "If you ever find yourself there, don't look back." She hadn't listened then. Would she now?

Stag 3: Climax

The climax stage is the peak of tension and intensity in a story, often considered the most critical moment. It is the culmination of all the rising actions and conflicts that have been building throughout the narrative. During the climax, the protagonist faces the most significant challenge, and the outcome of this momentous event will determine the story's direction and resolution.

There are main aspects that distinguish this stage:

1. **Intensity and suspense:** The climax is marked by heightened emotions, drama, and suspense. It is the most emotionally charged and thrilling part of the story.

2. **Turning Point:** The climax is a turning point where the protagonist's fate hangs in the balance. It's the moment of ultimate decision or confrontation.

3. **Showing character development:** In this stage, the development that happened in the protagonist's / antagonist's character is highly highlighted. For example, if the character was a coward, they become courageous.

4. **Providing surprising plot twists and revelation:**
    - Often, important and surprising revelations or truths are unveiled during the climax, adding depth and complexity to the story.

    - A surprising plot twist is an unexpected event or piece of information that changes the course of the story in a dramatic way. It can introduce new challenges, reveal hidden motives, or completely alter the reader's understanding of the characters or plot.

Example:

In a mystery novel, the climax might reveal that the seemingly innocent best friend of the protagonist is actually the mastermind behind the crime. This revelation not only shocks the protagonist and the readers but also changes the direction of the story, as the protagonist must now confront this betrayal and solve the mystery with this new knowledge.

Example of the climax stage:

In "Harry Potter and the Sorcerer's Stone" (Book and Movie), in the first book/movie, the climax is presented when Harry Potter faces Professor Quirrell, who is possessed by Lord Voldemort, in the underground chambers of Hogwarts. Quirrell seeks the Sorcerer's Stone, which grants immortality. During the intense confrontation, Harry discovers that he, as an innocent baby, bears a protection against Voldemort due to his mother's sacrifice. In the end, Harry's courage and selflessness prevent Quirrell from obtaining the stone and thwart Voldemort's plans.

Stag 4: Falling Action

The Falling Action is the stage in a narrative that occurs after the climax and before the resolution. It serves as a bridge between the height of tension in the climax and the final conclusion of the story. During this stage, the conflicts and plotlines start to wind down, and loose ends are tied up, leading the story towards its resolution.

There are main aspects that distinguish this stage:

1. **Unraveling of Tension:** The intense tension and suspense built up during the climax begin to relax as the main conflicts are resolved or addressed.

2. **Consequences of the Climax:** The Falling Action stage shows the aftermath of the climax, revealing the impact of the protagonist's actions and decisions.

3. **Character Development:** During this stage, characters often experience growth and transformation as they reflect on their experiences during the climax.

4. **Closure on Subplots:** Any subplots or secondary storylines introduced earlier in the narrative are addressed and brought to a conclusion.

5. **Preparation for Resolution:** The Falling Action sets the stage for the resolution by aligning the story's elements and preparing the reader for the final outcome.

Example: "Finding Nemo" (Movie)
After Marlin and Dory successfully find and rescue Nemo from the fish tank in the dentist's office, they all head back to the ocean. The Falling Action showcases their emotional reunion and the bonding of the father-son duo. As they journey home, the friends they made throughout the adventure come together to help them. The tension and fear they experienced during the climax subside, and they learn the value of friendship and letting go of fears.

Stag 5: Resolution

The Resolution stage is the final part of a narrative where the story's conflicts are fully addressed, and the loose ends are tied up. It provides closure to the characters' journeys and often reveals the long-term consequences of the climax and falling action. The Resolution allows the audience to see how the characters' lives have changed and how they have grown or learned from their experiences.

There are main aspects that distinguish this stage:

1. The primary conflicts of the story are resolved.

2. The characters are fully developed.

3. The intended lessons are learned.

4. The final reveals or surprises may occur, wrapping up any remaining mysteries.

There are several types of resolutions that authors can craft to conclude their stories. Here are three common types:

- **Traditional Resolution:** In a traditional resolution, the story's conflicts are resolved, and the loose ends are tied up in a clear and satisfying manner. The main plotlines are concluded, and the fate of the characters is revealed. This type of resolution provides closure to the story, leaving the reader with a sense of completion and fulfillment.

Example: In "The Lion, the Witch, and the Wardrobe" by C.S. Lewis, the traditional resolution occurs when the White Witch is defeated, and Narnia is freed from her tyranny. The Pevensie children, who were the main characters, become the rulers of Narnia, and the story ends on a hopeful note.

- **Plot Twist Resolution:** A plot twist resolution takes the story in an unexpected direction during the resolution stage. It involves revealing a surprising revelation or unexpected turn of events that changes the reader's understanding of the story. This type of resolution often leaves the reader with a new perspective or fresh interpretation of the narrative.

Example: In "The Lego Movie," the plot twist occurs during the resolution stage. Throughout the movie, the story follows Emmet, an ordinary construction worker who is mistakenly believed to be the "Special," a chosen hero destined to save the Lego universe from an evil tyrant named Lord Business. In the resolution, the plot twist is unveiled when it is revealed that the entire Lego world is part of a young boy's imaginative play. The Lego characters and their adventures are happening in the boy's basement as he creates and orchestrates the story with his Lego sets. Emmet and the other Lego characters are not real beings but rather reflections of the boy's creativity and imagination.

- **Cliffhanger Resolution:** A cliffhanger resolution leaves the story unresolved or ends on a suspenseful note, leaving the reader with unanswered questions or uncertainty about the characters' fates. This type of resolution is often used in series or sequels to create anticipation for the next installment.

Example: At the end of "The Hunger Games" by Suzanne Collins, the first book in the series, Katniss and Peeta have survived the Hunger Games, but the conflict between the districts and the Capitol remains unresolved. The book ends with a cliffhanger, leading readers to eagerly pick up the next book in the series to find out what happens next.

Ending your story in a skillful way helps to leave an everlasting impression on your readers (the examiner in our case) and ensures that the emotional impact of your narrative lingers long after they've finished reading. A well-crafted ending can provide closure to the plot and characters, deliver a powerful message or theme, and leave the readers with a sense of satisfaction and contemplation. It is the final opportunity to connect with your audience (the examiner), making it crucial to carefully consider how you want to conclude your story.

Tips and Hints

After understanding the structure of fiction writing, pay special attention to these aspects when crafting your story:

1- Embedding dialogues and quotations

The placement of quotations and dialogues in fiction writing can vary depending on the writing style and the desired effect. There are two common ways to format and present dialogues:

Separate Lines for Dialogue: This is the most common and widely used format for presenting dialogues in fiction writing. Each character's dialogue is written on a separate line, starting with an indentation or paragraph break. This format helps to make the conversation clear and easy to follow, allowing readers to distinguish between different speakers.

Example:

John smiled and said, "Don't worry; everything will be fine."

Mary looked worried and replied, "I hope you're right."

Mid-Paragraph Dialogue: In some cases, especially when the dialogue is short and directly connected to the narrative, the dialogue can be embedded within the paragraph without a separate line for each speaker. This format works well when the dialogue is a quick response or reaction that seamlessly blends with the surrounding narration.

Example:
As they walked through the park, John turned to Mary and said, "Don't worry; everything will be fine." She looked worried and replied, "I hope you're right."

Both formats are valid and widely used in fiction writing. The choice between them depends on the context and the author's stylistic preferences. Separate lines for dialogue are more common and generally provide clarity, especially during extended conversations involving multiple characters. On the other hand, mid-paragraph dialogue can create a sense of integration and fluidity between the dialogue and narration, but it may require careful punctuation and context to avoid confusion.

Whichever format you choose, remember the following:

- Keep it the same throughout your writing to avoid confusing the reader

- Use quotation marks (" ") and follow proper punctuation rules to clearly indicate when characters are speaking.

- Avoid Overusing Dialogue Tags: While it's important to attribute the dialogue to the correct character, avoid using repetitive or unnecessary dialogue tags (e.g., said, replied, asked). Instead, use action beats or descriptive phrases to indicate who is speaking. For example:

-"Let's go for a walk," Mike suggested, gesturing toward the park.
-"I can't do this anymore," she whispered, tears streaming down her cheeks.

For more alternatives for ‘said’, refer to the ‘direct and indirect speech’ topic in the revision booklet ‘Revise to Rise.”

- Blend Dialogue with Action: Mix action and dialogue to create dynamic and realistic scenes. Use character actions or reactions to show emotions, thoughts, or intentions alongside the dialogue. For example:

-"I won the competition!" Sarah jumped up and down with excitement.
-Mark frowned and said, "I don't think that's a good idea."

- **AVOID** excessive dialogues and quotations. Too much dialogue can make your writing feel like a play script. Remember, the key elements in story writing are action and narration; dialogues should complement the story, not dominate it. Keep a balance to create a well-rounded and engaging narrative.

2- The Tone and Mood

Crafting the tone of your narration and setting the mood of the story depend on the genre you're writing and require careful **word choice** and skillful use of **figures of speech**. Maintaining consistent tone and mood throughout the story is essential to enhance the credibility of your narrative for the reader.

Look at these two examples:

Extract 1:

“In the quaint village of Willowbrook, the sunlit meadows painted a picturesque scene as colorful butterflies fluttered playfully from flower to flower. The gentle breeze carried the sweet scent of blooming roses, filling the air with joy. Children laughed merrily as they ran through the fields, their laughter echoing like music. The village elders sat beneath the ancient oak tree, sharing tales of old and cherishing the tranquil moments. In Willowbrook, time seemed to slow down, and worries melted away, replaced by a sense of contentment and harmony. The villagers lived in perfect harmony with nature, finding happiness in the simple joys of life.”

Extract 2:

“In the eerie village of Willowbrook, a dark shadow loomed over the sunlit meadows, casting an unsettling presence. The once vibrant flowers now seemed to wither under a mysterious force, and the butterflies' delicate wings trembled with unease. Whispers of an ancient curse haunted the villagers' thoughts, and their laughter turned hollow, masking their fear. The old oak tree stood like a guard, its rough and knotted branches seeming to reach out with an eerie grasp. As the day turned to dusk, the atmosphere became charged with tension, and the villagers couldn't shake the feeling of being threatened. In Willowbrook, every rustle of the leaves and every flicker of light seemed to hold a hidden message, and the village lived under the weight of uncertainty.”

Both extracts are about the same place; however, **in extract 1,** the atmosphere of the village of Willowbrook is portrayed as idyllic and harmonious. The use of words like "quaint," "sunlit," and "colorful butterflies" creates a serene and joyful ambiance. The children's laughter and the villagers' tales add to the sense of contentment and tranquility. The language choice paints a picture of a community at peace with nature, where happiness and simple pleasures abound.

On the other hand, **extract 2** presents a completely different perception of the same village. The once delightful meadows now carry a sense of foreboding as a “dark shadow” looms over them. The withering flowers and trembling butterflies evoke an atmosphere of fear and uncertainty. The use of words like "eerie," "unsettling," and "ancient curse" sets a haunting tone, where the villagers live under the constant weight of a threat. The descriptions of the oak tree and the gathering dusk contribute to the sense of tension and unease.

Through these two extracts, we understand the powerful impact of tone and mood on storytelling. The careful selection of words and descriptions can transform a tranquil scene into one fraught with apprehension. It showcases the significance of a writer's choices in shaping the reader's emotions and perception of a narrative, even when the underlying idea remains the same.

N.B: Visit the vocabulary section at the end of the book for vocabulary that creates tone and mood and you can refer to the Language Chunk section for the fiction writing in the revision booklet 'Revise to Rise' for more vocabulary and helpful phrases.

3- Writing specific parts of the story

In some exams, you are sked to write specific parts of the story, not the whole story.

- Writing the story opening

When asked to write the story opening, this doesn't mean to write one paragraph only. Writing the opening of the story means writing the exposition part which includes describing your setting in detail, introducing your characters with full description and giving a hint about the plot, you can reach the rising actions and stop there.

Read the following example of a story opening:

The Encounter

The town of Millfield was nestled in the heart of the countryside, surrounded by rolling hills and vast fields of wheat. Emily had always loved the way the golden stalks swayed in the breeze, as if dancing to an invisible tune. It was a warm summer evening, and the air was filled with the scent of blooming flowers and freshly cut grass. Emily had returned to her hometown after many years away, hoping to find some peace and clarity away from the bustling city.

She wandered through the town's narrow streets, taking in the sights and sounds of familiar places. The local diner, where she used to get ice cream on hot afternoons, was still there, though it had undergone a few changes. The park where she played with her friends was also still there, complete with the same old bench where they used to sit and chat.

As she walked through the park, Emily noticed a figure walking towards her. It was a woman, tall and lean, with a rugged jawline and deep-set eyes. She looked familiar, but Emily couldn't quite remember her. As she drew closer, she spoke Emily's name.

"Emily? Is that you?"

Emily's heart skipped a beat. It was Dana, a girl she had grown up with. They had been childhood friends but had lost touch after Emily's family moved away. She hadn't seen her in years, but her voice was unmistakable.

The two women exchanged warm greetings.

"What are you doing here?" she asked, a hint of excitement in her voice.

"I live here now," she replied, a grin spreading across her face. "Moved back a few years ago to take care of my parents. What about you?"

"I'm just visiting for a little while," Emily said with a tone of despair that Dana couldn't interpret.

They spent the next few hours catching up on old times, laughing and reminiscing about the pranks they used to play on each other. As the night wore on, they walked through the town's winding streets, stopping at various landmarks along the way. They stopped at the old cinema, where they used to watch cheesy horror movies on Friday nights. They stopped at the town square, where they used to hang out with other kids their age.

As they walked, Emily couldn't help but notice the way Dana acted. Her eyes were scanning any place they went to, as if she was making sure of…something. This attitude wasn't for once or twice; it accompanied her in every single spot…Until Dana's phone rang…

Dana took the phone away and her voice was barely heard. Emily's eyes kept monitoring her as she walked indulged in her phone call and her hands were showing gestures of disapproval while talking.

A black cat approached Emily distracting her from watching Dana for less than a second. Looking back at Dana…she wasn't in sight anymore…

In the above example, the story stops at the beginning of the rising actions. Many incidents are not understood and many coming incidents are to be unleashed. This is a typical example of a story opening. It contains detailed description of the setting; the characters and we start to guess that the story might be that of a mystery.

- Completing a story

In some exams, you are asked to complete the story. In such tasks, you should determine in which stage the story provided has stopped and start to tailor the rest of the stages till you reach the resolution.

PRACTICE TIME

1. The following short story misses **one** of the main plot stages. Identify the missing stage, write it to complete the story maintaining the same tone and language style.

(1) The Enchanted Amulet

In the quaint village of Evergreen, nestled amidst lush forests, lived a young girl named Lily. One sunny afternoon, while wandering in the woods, she stumbled upon an ancient-looking amulet half-buried in the ground. Intrigued by its mysterious aura, she picked it up and wore it around her neck.

As the amulet touched her skin, a magical sensation coursed through her veins. Unbeknownst to Lily, the amulet was no ordinary trinket—it was enchanted, with the power to grant the wearer a single wish.

Excited by the possibility of making her dreams come true, Lily decided to save her wish for something truly special. She wore the amulet everywhere she went, cherishing the power it held close to her heart.

One evening, as the sun set over the horizon, Lily decided it was time to free herself from the constant attention and the burden of the amulet. She retreated to the heart of the forest, where a small waterfall cascaded into a crystal-clear pool.

With tears welling up in her eyes, she removed the amulet from her neck and held it in her hands. Her heart conflicted, torn between her dreams and the peace she once knew. Finally, she made her decision.

"I wish for this amulet's power to be gone," she whispered, and with a gentle toss, she let the amulet sink into the depths of the pool.

As the amulet disappeared beneath the water, a sense of relief washed over Lily. She had chosen her freedom over a single wish, and in doing so, she discovered that she didn't need magic to be special.

From that day on, Lily lived a simple, content life in Evergreen. Though she no longer possessed a magical amulet, she found joy in the beauty of the forest, the laughter of her friends, and the love of her family.

The missing plot stage is: ....

Your Narrative:

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2. The following short story misses **the exposition**. Create an exposition of your own that suits the plot of the story.

(2) The Hidden Quest

Half-buried in the sand, an old, weathered chest lay waiting to be discovered. Heart racing, he enlisted the help of other volunteers to uncover the mysterious find. The chest's lock yielded, revealing an assortment of aged maps, letters, and trinkets.

Among the relics was a tattered journal belonging to Captain Samuel Callahan, a legendary sea captain who had once sailed the very waters of Seaview. His journal narrated thrilling tales of far-off islands, treacherous storms, and the hunt for a hidden treasure.

Ethan shared the captivating discovery with the town, igniting a communal quest to unravel the mystery. Everyone poured over the maps and historical records, following the captain's trail. As weeks turned to months, some doubted the treasure's existence, but not Ethan.

His determination never wavered. He explored every lead, even joining seasoned sailors on voyages, hoping to unearth the fabled bounty. Doubts began to fade when he found an ancient, golden coin on the beach—a treasure map!

The town's hope reignited, and they followed the map to a remote island. Together, they unearthed a trove of precious jewels and artifacts—the long-lost treasure left behind by Captain Samuel Callahan.

The town rejoiced, and the forgotten treasure became a cherished legend, reminding them that wonders could be found in unexpected places. And so, young Ethan's adventurous heart and unwavering spirit led Seaview to a treasure beyond their wildest dreams.

Your Narrative:

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UNIT 2 | Writing

LESSON 2 | FICTION WRITING

TOPIC 2 | FICTION GENRES | REALISTIC FICTION

Definition:

Realistic fiction is a type of story that shows everyday life and situations that could really happen. There are no magical or supernatural elements.

Features:

- **Believable Characters:** The people in the story are like real-life people, dealing with common feelings and experiences that readers can relate to.
- **Modern Settings:** The stories usually happen in the present or recent past, in places that feel familiar and real.
- **Themes of Friendship, Family, and Growth:** These stories often explore relationships with friends and family, as well as personal growth and self-discovery.
- **Real-Life Challenges:** The characters face real-life problems and challenges, such as making tough decisions or dealing with everyday conflicts.
- **Emotional Stories:** Realistic fiction aims to make readers feel emotions and think about different aspects of life.

Realistic fiction tells stories about ordinary life and human experiences, helping readers connect with the characters and think about their own lives.

Sample

The Misadventures of the New Student

The rusty hinges screeched in protest as Alex pushed open the imposing iron gates of Crunchem Hall. Its old-fashioned design, complete with animal statues and tall towers, did little to calm his already fluttering nerves. This was his first day, and rumors of the infamous headmistress, Miss Trunchbull, sent shivers down his spine.

He crept into the classroom. Rows of worn wooden desks awaited, each with an inkwell and a quill. A towering blackboard dominated the front, scrawled with cryptic equations. He found a seat near the back, desperately trying to appear invisible.

Suddenly, a loud screech shattered the silence. Miss Trunchbull, a woman built like a bulldozer with a permanent scowl, stomped into the room. Her eyes, sharp as darts, scanned the class, landing on Alex.

"New boy, I presume? Name?" she boomed, her voice echoing off the stone walls.

Alex stammered, "A-Alex, Miss Trunchbull."

During the math lesson, Alex fumbled with his quill, his anxiety making his hands tremble. The tip dipped precariously into the inkwell, then with a yelp, he knocked it over. A black tidal wave swept across the floor, engulfing notebooks, shoes, and even reaching the hem of Miss Trunchbull's severe dress.

A collective gasp filled the room. Miss Trunchbull's face turned the color of a ripe tomato.

Silence prevailed…the type of silence that precedes the storm.

"Detention for a month, you clumsy oaf!" she roared, her voice shaking the windowpanes.

But before despair could consume Alex, a quiet voice rose from the back. It was Matilda, a girl known for her sharp wit and even sharper mind.

"Miss Trunchbull," she began, her voice calm despite the chaos. "Accidents happen. Perhaps if we worked together, we could clean it up faster."

For a moment, Miss Trunchbull stood speechless. Then, with a sigh that seemed to deflate her anger, she reluctantly agreed.

The next hour was a whirlwind of activity. Alex and Matilda, along with their classmates (who, despite initial horror, were secretly glad to avoid detention), mopped, scrubbed, and blotted. Slowly, the classroom returned to its usual state.

Exhausted but strangely exhilarated, Alex looked up to see Miss Trunchbull regarding him with a hint of something… almost respect? "See that you're more careful next time," she rumbled, her voice less harsh than before. "But good work today."

From that day, Alex and Matilda became inseparable. They navigated the quirky world of Crunchem Hall together, tackling bullies, figuring out Miss Trunchbull's confusing statements, and even helping Matilda secretly develop what she called ‘telekinetic powers’ (a secret they kept hidden, just in case!).

Weeks turned into months, and Alex blossomed. Miss Trunchbull, though still strict, wasn't a complete tyrant. Alex even noticed a faint flicker of a smile when Matilda made a witty remark in class. The school environment, once intimidating, became a place of challenges, friendships, and even a few laughs (mostly during detention, when Miss Trunchbull wasn't around).

As the year progressed, Alex's mishaps became less frequent, replaced by a growing confidence. He excelled in his studies, fueled by Matilda's encouragement and his own determination. The once chaotic classroom became a place of collaboration and learning, thanks to the unexpected bond forged over a spilled inkwell.

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Story Analysis

Plot stages:

1. Exposition

- Alex, a nervous student, starts at the imposing Crunchem Hall.
- Miss Trunchbull, the strict headmistress, is introduced.

2. Rising Action

- Alex’s anxiety leads to him accidentally knocking over an inkwell.
- The resulting mess angers Miss Trunchbull.

3. Climax

- Miss Trunchbull punishes Alex with detention.
- Matilda intervenes and suggests they clean up together.

4. Falling Action

- Alex and his classmates work together to clean the mess.
- Miss Trunchbull shows a hint of respect for Alex’s effort.

5. Resolution

- Alex and Matilda become friends.
- The school environment becomes less intense.
- Alex thrives with Matilda's support.

Features of Realistic Fiction:

- Relatable Setting: The story takes place in a familiar setting – a school with classrooms, desks, and a headmistress.
- Everyday Characters: The characters are ordinary people - a nervous student (Alex), a clever student (Matilda), and a strict teacher (Miss Trunchbull).
- Focus on Emotions: The story shows realistic emotions like Alex's nervousness, Miss Trunchbull's anger, and the relief and friendship that develop among the characters.
- Conflict Resolution: The conflict between Alex and Miss Trunchbull is resolved through cooperation and understanding, which is a realistic approach.
- Believable Events: While the spilled ink might be a bit messy, the overall events are possible to happen at a school setting.
- Character Development: Alex gains confidence throughout the story, which is a natural progression for a student starting at a new school. While Miss Trunchbull doesn't have a dramatic change, the story hints at a slight softening in her attitude, which could be seen as a realistic response to a positive situation.

TOPIC 3 | FICTION GENRES | ADVENTURE FICTION

Definition:

The adventure genre includes stories about exciting journeys and brave actions of courageous main characters.

Features:

- **Brave Main Characters:** The story usually focuses on heroes who are bold and adventurous, taking on extraordinary journeys or quests.
- **Exploration of Unknown Places:** The characters travel to new and mysterious places, discovering different cultures, creatures, and landscapes.
- **Risky Challenges:** On their adventure, the characters face dangerous challenges that test their strength and bravery.
- **Quests and Missions:** The main plot often involves the characters searching for hidden treasures, solving mysteries, or completing an important mission.
- **Overcoming Difficulties:** The characters go through tough times and make sacrifices, which help them grow and learn important lessons.

Adventure stories are exciting because they take readers on thrilling journeys with brave heroes. These stories highlight the power of courage and determination in facing the unknown.

SAMPLE

The Lighthouse

"Grandpa, is it true the old lighthouse used to whisper?" Maya's voice barely reached a whisper itself, competing with the howling wind outside their cozy cottage window.

Her grandfather, weathered and salty like the sea itself, chuckled. "Some say it whispered warnings, others say pleas for help. All I know is, the day Old Man Evans vanished, the lighthouse fell silent." A flicker of sadness crossed his eyes. "He was a good man, that Evans."

Intrigued by the unspoken story and the sudden shift in her grandfather's mood, Maya leaned closer. "Where did he go? Did he find the creatures from his crazy sea monster drawings?" she asked, her eyes wide with a mixture of fear and excitement.

Her grandfather's smile vanished. "That, Maya, is a mystery the lighthouse itself might hold the key to."

Her grandfather's words echoed in Maya's head long after he tucked her in. Sleep evaded her, replaced by a burning curiosity about the lighthouse and the vanished Old Man Evans. The storm outside seemed to whisper its own secrets, a mournful symphony that fueled her determination.

By morning, the storm had subsided, leaving behind a sky washed clean and a world sparkling with rainwater. Maya knew what she had to do. Her grandfather, ever cautious, wouldn't approve, but the lighthouse beckoned like a siren song. Packing a knapsack with snacks, a flashlight, and a crumpled map of the coastline, Maya set off towards the forbidding cliffs.

The walk was long, the wind whipping at her hair and carrying the salty tang of the sea. Reaching the base of the lighthouse, Maya found the heavy wooden door ajar, creaking mournfully on its rusted hinges. A shiver ran down her spine, but the whisper of adventure was louder. Pushing open the door, she stepped inside.

Dust swirled in the shafts of sunlight filtering through narrow slits in the walls. The air hung heavy with the scent of salt and something metallic, a faint echo of a life once lived within these walls. The silence was broken only by the rhythmic creak of the wind against the lighthouse's weathered exterior.

Maya cautiously climbed the narrow, coiling staircase. Each creak of the wood resonated in the stillness, her imagination drawing phantoms with every step. Reaching the top floor, she emerged into the lantern room. Cobwebs draped the massive Fresnel lens, once responsible for guiding ships through the treacherous waters.

But something else caught her eye. A small, leather-bound book lay neglected in a dusty corner. Its worn cover seemed to hold countless secrets. With a mixture of fear and excitement, Maya opened the book...

As she turned a page, a draft of wind whistled through the narrow window, causing a loose sheet of paper to flutter to the floor. Startled, Maya reached down and picked it up. It was a faded weather report, dated the day Old Man Evans vanished. A shiver ran down her spine, not from the chill, but from the realization that this might be a clue.

Scrambling down the rickety stairs, Maya burst out of the lighthouse, the wind whipping at her hair. Spotting her grandfather in the distance, she raced towards him, the weather report clutched tightly in her hand.

"Look what I found, Grandpa!" she exclaimed, breathless but triumphant. Her grandfather's eyes widened as he saw the paper. A flicker of hope sparked in his gaze.

Later that day, they sat by the crackling fire in the cottage. Maya recounted her adventure, showing her grandfather the weather report. He examined it closely, his brow furrowed in thought.

"This report mentions a sudden squall that hit the coast that day," he said, his voice filled with emotion. "Maybe... maybe he was caught in it and swept out to sea." The possibility hung heavy in the air.

The next day, they visited the coast guard station. Maya showed them the weather report and explained her discovery. The officers were intrigued. While they couldn't definitively solve the case, the report provided a new piece of the puzzle.

News of Maya's discovery spread through the small coastal town. While the mystery of Old Man Evans' final days would never be fully known, Maya's bravery brought a renewed search effort and a sense of peace to her grandfather.

Standing on the cliffs once more, Maya gazed at the lighthouse, no longer a symbol of fear, but a reminder of her own courage and the power of curiosity. The wind whispered past her, carrying the scent of salt and the distant cry of gulls. It sounded like a lullaby from the sea, a lullaby for a mystery finally laid to rest.

Story Analysis

Plot Stages:

1. Exposition

- The opening establishes the setting: a seaside cottage.
- Characters introduced: Maya, her grandfather, and the legend of Old Man Evans.
- The central mystery is presented: Old Man Evans' disappearance.

2. Rising Action

- Maya's curiosity is aroused by the mystery and her grandfather's tale.
- The storm adds urgency and foreshadows her adventure.
- Maya decides to go to the lighthouse despite her grandfather's warnings.

3. Climax

- Maya defies her grandfather and embarks on a solo journey to the lighthouse.
- Inside, she uncovers a hidden book and a weather report, which could be a clue to the mystery.

4. Falling Action

- Maya returns with the weather report.
- This leads to a renewed search effort.
- Her grandfather finds a sense of closure.

5. Resolution

- Maya stands on the cliffs, no longer afraid of the lighthouse.
- She feels empowered by her experience.
- The mystery remains unsolved, but a sense of peace prevails.

Features of Adventure Fiction:

- Exciting Setting: The story takes place around a mysterious and potentially dangerous location – the abandoned lighthouse.
- Curious and Courageous Protagonist: Maya is a young girl driven by curiosity and a sense of adventure, who takes risks to explore the unknown.
- Search for a Lost Object/Person: The central mystery revolves around finding out what happened to the missing lighthouse keeper, Old Man Evans.
- Overcoming Challenges: Maya overcomes her fear and the challenges of exploring the abandoned lighthouse to find potential clues.
- Hidden Clues and Mysterious Objects: The weather report and the old book within the lighthouse serve as clues to unravel the past.
- Realistic Resolution: The mystery of Old Man Evans' disappearance remains unsolved, reflecting a more realistic outcome for an adventure story.
- Growth of the Protagonist: Maya's bravery and curiosity lead to a sense of closure for the community and her grandfather.

TOPIC 4 | FICTION GENRES | FANTASY FICTION

Definition:

The fantasy genre includes stories with imaginative and magical elements set in made-up worlds or alternate realities, where characters often have supernatural or magical powers.

Features:

- **Magical Creatures and Beings:** Fantasy stories have creatures like dragons, wizards, and elves, each with unique magical abilities, such as breathing fire, casting spells, or living for many years.
- **Supernatural or Magical Powers:** The characters in fantasy stories often have special powers, like controlling the weather, casting spells, or moving objects with their minds.
- **Enchanted Settings:** The story takes place in magical and mystical locations, such as enchanted forests, hidden kingdoms, or other worlds that are different from our own.
- **Epic Quests:** The plot usually involves a grand adventure, where the main character faces many challenges and dangers to achieve an important goal.
- **Good vs. Evil Battles:** The main character often leads the fight against evil forces, standing up for what is right and just.
- **Prophecies and Destiny:** The story may include predictions or destinies that guide the characters' actions and shape the events of the plot.

In Summary: Fantasy stories transport readers to magical worlds where characters with special powers embark on epic quests, face great challenges, and fight battles of good versus evil, all while being guided by destiny.

SAMPLE

The Whispering Wardrobe

Maya slammed the history textbook shut. "Boring! Reading history without being there is just like...ufff, absolute boredom. Why can't I just go there?!?" she groaned, flinging herself back in her creaky attic chair.

Rain lashed against the window, a relentless drumming that mirrored the dull thud in her head. Leaning back, she peered across the dusty expanse towards the hulking shadow in the corner: the wardrobe. It had always been there, standing still, but this was the first time she noticed it wasn't like the sleek, modern ones downstairs.

“Stop being silly; it’s just a wardrobe,” she murmured. But the wardrobe seemed to have another opinion, as if urging her to notice it was different. A creak came from its closed door.

Maya looked at it. The carvings on its wooden door seemed to sparkle.

She came closer.

The carvings swirled, one after another—they seemed to writhe and shift even in the dim light, turning into symbols. Maya’s eyes widened. “What on earth is...?”

As if responding to her thought, a voice, faint as a sigh on the wind, yet clear as day, drifted from the wardrobe's depths. "Lost and found, come around..."

Maya whipped her head around, heart pounding a frantic rhythm against her ribs. Had she imagined it? No, the scent of mildew and damp earth lingered in the air, a strange counterpoint to the stale attic dust. Her eyes darted back to the wardrobe, a sliver of darkness peeking from its cracked door, a sliver that pulsed with an otherworldly light.

Curiosity gnawed at Maya. Tentatively, she reached out, her fingers brushing against the cool, rough surface. The air crackled with a sudden energy. The wardrobe creaked open a sliver wider, revealing not clothes, but an inky blackness that pulsed with an otherworldly light...

Suddenly, darkness prevailed. Then a swirling vortex of colors engulfed the place. Everything was spinning fast, including Maya. Scents of damp earth and wildflowers filled her nostrils. Maya kept her eyes shut unable to even scream.

Everything paused.

Slowly, she opened her eyes. Gone was the attic...!

A forest stood in front of Maya’s eyes. Towering trees, impossibly tall and twisted, reached towards a sky painted with swirling shades of purple and orange. Strange, luminous flowers bloomed at their feet, petals shimmering like stained glass. The air buzzed with the chirps of unseen creatures, the melody both beautiful and unsettling.

Suddenly, a twig snapped behind her. Maya whirled around, her hand instinctively reaching for the empty space where her phone usually resided. No signal here, she realized with a jolt of fear. Standing before her was a creature unlike anything she'd ever seen - a fluffy, rabbit-sized creature with iridescent wings and eyes that glittered like emeralds.

"Welcome, traveler," it squeaked in a voice surprisingly deep for its size. "The wardrobe awaits." Was this a dream? Was she hallucinating? Maya's mind reeled. But the chill wind against her skin, the pungent scent of the unknown, these were real.

"Who are you?" Maya stammered, her voice trembling slightly.

"I am Flit," the creature chirped, tilting its head. "Guardian of the Whispering Wardrobes. You, Maya, are not lost, but found."

The last rays of the alien sun dipped behind the horizon, casting long shadows across the fantastical landscape. Flit hopped closer, its emerald eyes shining with an unsettling intensity. "This world," it said, its voice taking on a graver tone, "needs a hero. Will you answer the call?"

A thrill of excitement shot through Maya. Was this a test? An adventure? With a newfound determination, Maya straightened her shoulders and met Flit's gaze. "I will," she declared, her voice ringing clear in the twilight.

Flit's eyes gleamed. "Excellent! Then the Whispering Wardrobe has chosen wisely." He gestured with a tiny paw towards the towering trees. "Follow me. We must reach the Whispering Glade before nightfall. Time is of the essence."

With Flit flitting ahead, Maya plunged deeper into the strange forest. The twilight deepened, and the bioluminescent flowers provided the only light. The chirping of unseen creatures morphed into a chorus of eerie croaks and rustles. Maya's hands trembled slightly, but the memory of her cramped attic and boring history books spurred her on. This was an adventure, not a terrifying dream.

After what felt like hours, they emerged into a clearing bathed in an ethereal glow. In the center stood a colossal version of the wardrobe Maya knew, its carvings swirling with the same otherworldly light. As they approached, the voice from the attic whispered again, clearer now, " Welcome, chosen one."

The wardrobe creaked open, revealing not darkness, but a dazzling array of weapons and armor. Gleaming swords, ornately decorated shields, and suits of armor that shimmered like moonlight all lay at her disposal. Maya, overwhelmed, glanced at Flit.

"This world, Elara," he explained, "is under the tyrannical rule of the Shadow King. His darkness corrupts the land, turning once vibrant forests into desolate wastelands. You, Maya, are prophesied to be the one who wields the Lightbringer blade and banishes the Shadow King."

With a newfound sense of purpose, Maya stepped forward. Her gaze fell upon a simple silver sword, radiating warmth in the cool air. As she grasped the hilt, the carvings on the blade flared to life, forming intricate patterns that resembled the symbols on the wardrobe back in the attic. This was it. This was her destiny.

Flit chirped excitedly. "The Lightbringer has chosen its wielder! Now, go forth, Maya, and bring light back to Elara!"

With a deep breath, Maya stepped into the wardrobe, the Lightbringer humming with power in her hand. The world spun again, and when she opened her eyes, she stood not in a clearing, but at the precipice of a vast, blighted wasteland.

With the Lightbringer's warmth filling her with courage, Maya marched forward. In the distance, the dark spires of the Shadow King's fortress loomed, but Maya's heart was steadfast. She knew she had the power to restore Elara. With each step, the land around her seemed to brighten, the darkness retreating before her light.

Finally, Maya confronted the Shadow King in an epic battle. The Lightbringer's brilliance overwhelmed the darkness, and with a final, determined strike, Maya banished the Shadow King. The blighted wasteland transformed into a lush, vibrant landscape.

The inhabitants of Elara cheered; their world restored to its former glory. Flit approached Maya, his eyes gleaming with gratitude. "You have done it, Maya. You have brought light back to Elara."

Maya smiled, the sense of fulfillment washing over her. "Thank you, Flit. I couldn't have done it without your guidance."

The wardrobe came into sight with its door wide open. Maya realised it was time to leave; her mission was accomplished.

Maya stepped through, the Lightbringer still in her hand. Spinning around, she found herself back in the attic, but it was no longer a place of boredom; It was a place of memories and adventure. The wardrobe stood silent, its carvings dormant, but Maya knew the magic was still there, waiting for the next call.

Story Analysis

Plot Stages

1. Exposition

- Introduces Maya and her boredom with history.
- The wardrobe is introduced as a significant object.

2. Rising Action

- The wardrobe piques Maya's curiosity with strange sounds, lights, and a talking voice.
- She reaches out and is transported to another world.

3. Climax

- Flit reveals Maya's destiny as the hero who will defeat the Shadow King.
- Maya chooses the Lightbringer sword.
- Maya journeys back to Elara for the epic battle against the Shadow King.
- She uses the Lightbringer to vanquish the Shadow King.

4. Falling Action

- Elara is restored to its former glory.

5. Resolution

- Maya is hailed as a hero.
- She returns home through the wardrobe, forever changed.

Features of Fantasy Fiction

- Portal: The wardrobe acts as a portal to another world, Elara.

- Talking animal-like creature: Flit, the guardian of the wardrobes, can talk.

- Magical Objects: The wardrobe itself is magical, transporting people between worlds. The Lightbringer sword has special powers against darkness.

- Otherworldly Setting: Elara has a fantastical landscape with strange creatures, light-emitting plants, and an evil Shadow King.

- Chosen One Prophecy: Maya is prophesied to be the hero who will save Elara.

TOPIC 5 | FICTION GENRES | FABLE FICTION

Definition:

Fables are short moral tales often featuring talking animals or mythical creatures.

Features:

- **Set in a time when the world is new/just beginning:** Fables are often set in a mythical or indistinct past, giving them a timeless quality.
- **unspecified place and time:** The exact location and era are not specified, making the fables applicable to any culture or time period.
- **Characters playing tricks:** The stories frequently involve characters using clever strategies or tricks to achieve their goals.
- **Animal characters with human qualities:** Animals are given human traits like the ability to speak, allowing them to act as relatable characters.
- **Moral lessons and teachings**: Fables aim to impart ethical lessons and teachings to the reader or listener, promoting virtues and good behaviour.
- **Small brave characters:** Often, the protagonists are small and seemingly weak, yet they demonstrate courage and intelligence in overcoming challenges.
- **The small versus mighty theme:** Fables often explore the theme of weaker characters outsmarting or outwitting stronger ones.
- **Good triumphing over evil / punishment for bad behaviour / good behaviour rewarded:** Fables usually end with moral justice prevailing, rewarding virtuous characters and punishing those who behave badly.
- **Simple language**: Fables are typically brief and straightforward, delivering their moral messages directly using simple language as they target children.
- **Conveying universal truths through storytelling:** The stories use metaphorical elements and symbolism to communicate universal truths about human nature and society.
- **Often ending with a straightforward moral statement:** Fables usually conclude with a clear moral statement summarizing the lesson learned from the story.

- **Characters named after their traits:** In many fables, the characters are not given specific names but are referred to based on their defining qualities, emphasizing their symbolic nature. For example, ‘The Cunning Wolf”, “The Ginger Giant”.

Choosing and creating your characters in a fable depends on the theme and moral you want to introduce. There are many themes that suit fable writing:

- Honesty vs. Deception
- Hard Work vs. Laziness
- Greed vs. Contentment
- Pride vs. Humility
- Friendship vs. Betrayal

And for the characters, there are some suggestions depending on the theme you need to present:

- Wise: Owl, Turtle, Elephant
- Strong: Lion, Bear, Eagle
- Cunning: Fox, Coyote, Snake, Spider
- Hardworking: Ant, Bee, Beaver
- Lazy: Grasshopper, Cricket, Donkey
- Vain: Peacock, Peacock Spider, Rabbit
- Bravery: Lion, Knight, Beetle
- Huge: Giant

Overall, fables serve as timeless vehicles for teaching moral values and life lessons in an engaging and accessible manner. Their enduring popularity stems from their ability to resonate with people of all ages and cultures.

Sample

The Uniting Roar

Once upon a time, in the heart of the Enchanted Realm, there lived four tribes of animals: the Wise Owls, the Swift Rabbits, the Mighty Bears, and the Sly Foxes. For countless generations, these tribes coexisted peacefully, guided by an ancient pact to protect the balance of nature and protect their cherished home.

However, the peace was shattered when a wicked enchantress, known as Malvoria, cast her evil spell upon the forest. With each passing day, the magic of unity began to fade, and the tribes found themselves drifting apart, each having doubts and fear of the others.

One moonlit night, as the forest echoed with scary cries, a brave young rabbit named Thistle ventured into the heart of the forest. His heart heavy with worry for the future of his home, Thistle sought the advice of an ancient sage, the Wise Old Owl.

Perched on a branch high above, the Wise Old Owl listened intently to Thistle's fears and hopes. With a soft, hoot-filled voice, the wise owl spoke, "The unity among our tribes is the very essence of our strength. Only by coming together, embracing our differences, and working as one can we break the curse that surounds us."

Encouraged by the sage's words, Thistle set off on a journey to gather the leaders of each tribe. Despite their initial doubts and reluctance, the brave young rabbit spoke from his heart, recounting the tales of their shared past and the countless joys they once experienced together. He reminded them of the bond they once shared and how unity had always been their source of power.

Slowly, the hearts of the animal leaders softened, and they realized the truth in Thistle's words. The Wise Owls, Swift Rabbits, Mighty Bears, and Sly Foxes began to put aside their differences and rebuild the bonds of friendship that once bound them.

As unity blossomed once again, a wondrous transformation swept through the forest. The enchantress's curse weakened, and the once-divided forest started to thrive. The animals worked together, pooling their strengths and resources, and in their unity, they discovered newfound courage.

In a final showdown with Malvoria, the united animal tribes faced the wicked enchantress with unwavering bravery. Their combined efforts proved too powerful for the malevolent magic to withstand. With a deafening roar that shook the very foundations of the forest, the animals triumphed over evil, banishing Malvoria from the Enchanted Realm forever.

From that day forward, the animal tribes held a grand celebration, celebrating their victory and the return of harmony to the forest. The lesson was etched into their hearts — "Unity is Power, and Bravery resides within those who stand together."

Story Analysis

1. Exposition

- Introduces the four animal tribes living peacefully.
- Describes their ancient pact.

2. Rising Action

- Malvoria's spell disrupts the magic of unity.
- The spell creates division among the tribes.

3. Climax

- Thistle seeks the wise owl's advice.
- Thistle sets out to unite the leaders.

4. Falling Action

- Thistle convinces the leaders.
- The tribes begin to rebuild unity.

5. Resolution

- Unity strengthens the forest.
- The tribes defeat Malvoria.
- They celebrate their newfound harmony.
- The moral lesson is explicitly stated at the end of this section.

Features of Fables

- Moral Lesson: The clear message of the fable is "Unity is Power, and Bravery resides within those who stand together." This lesson is explicitly stated at the end.

- Animal Characters: The main characters are personified animals representing different qualities - Wise Owls, Swift Rabbits, Mighty Bears, and Sly Foxes.

- Simple Plot: The story follows a straightforward structure with a clear conflict (division caused by the spell) and a satisfying resolution (unity defeats evil).

- Symbolism: The "enchanted forest" symbolizes peace and harmony, while Malvoria represents discord and division.

- Unspecified Setting: The details about the setting are limited to establish a fantastical and magical atmosphere.

- The classic theme of fables is applied: good vs. evil

TOPIC 6 | FICTION GENRES | MYTHS and LEGENDS

Myths and Legends

Myths and legends are both captivating tales passed down through generations, but they have some key differences.

Definition:

Myth: A traditional story that explains a natural phenomenon, cultural practice, or belief system. Myths often involve supernatural beings like gods, monsters, and demi-gods.

Legend: A story based on some element of truth, usually about a real person or historical event. The incidents and characters' traits in a legend are exaggerated (and fantastical elements may be added) over time, but still they have a connection to a real historical incident / character.

Features of Myths and Legends

Feature	Myths	Legends
Focus	Explains natural phenomena, cultural practices, or beliefs.	Honors or explains a historical event or figure.
Characters	Often feature gods, goddesses, demigods, and fantastical creatures.	Can be real people or a mix of real and fictional characters.
Purpose	Provide meaning to the world and offer moral lessons.	Preserves cultural history, inspires moral values, or celebrates heroism.
Setting	Can be fantastical or vaguely placed in the distant past.	Often rooted in a specific place or historical period, even if embellished.
Examples	The Greek myth of Pandora's Box explaining the origin of evil, the creation myths of many cultures.	King Arthur and the Knights of the Round Table, Robin Hood and his fight against injustice.

Examples of mythical characters:

- Zeus: The king of the gods in Greek mythology.
- Medusa: A fearsome Gorgon with snakes for hair and the ability to turn people to stone with her gaze.
- Athena: The goddess of wisdom, courage, and warfare.
- Aphrodite: The goddess of love and beauty.
- Cupid: The god of love.

- Thor: The hammer-wielding god of thunder.
- Anubis: The jackal-headed god of the afterlife in ancient Egyptian mythology.
- Phoenix: A magical bird that's born from fire and ashes.
- Unicorn: A horse-like creature with a single spiral horn on its forehead. It's believed to be gentle and pure.
- Dragon: A giant, fire-breathing lizard with wings.
- Mermaid: A half-human, half-fish creature that lives in the ocean.
- Minotaur: A half-human, half-bull creature with the body of a man and the head of a bull.
- Sphinx: A creature with the body of a lion and the head of a human or animal.

Examples of Legendary Characters:

- King Arthur and the Knights of the Round Table: A legendary British king and his loyal knights.
- Robin Hood: An English outlaw who stole from the rich and gave to the poor.
- William Tell: A Swiss folk hero who shot an apple off his son's head.
- Anansi: A West African trickster spider known for his wit and cunning.
- Joan of Arc: A French peasant girl who led the French army against the English.

Myth Sample

The Moon Misplacer and Nyx

Long ago, when nights shimmered with stardust, lived a playful sprite named Luna. Unlike other sprites who loved sunshine, Luna adored the cool embrace of night. Her favorite playground was the vast, velvety sky, and her greatest joy came from watching Nyx, the goddess of night.

Nyx wasn't just any goddess; she was the one who painted the darkness with stardust and hung the magnificent moon, a giant orb of silvery light, in the sky. Luna would spend hours gazing at the moon, mesmerized by its gentle glow that bathed the land in a soft, calming light.

One starlit evening, as Luna chased a mischievous firefly, a thought struck her. "What if I could move the moon just a little?" she wondered. Curiosity bubbling over, Luna stretched out her tiny arms and, with a giggle, wiggled her fingers towards the moon.

Miraculously, the moon wobbled slightly! Emboldened, Luna kept wiggling her fingers, and to her surprise, the moon began to drift across the sky! Overjoyed, Luna giggled as the moon moved according to her whims. But as the moon shifted, something strange happened...

The gentle light that usually bathed the land became patchy and uneven. Some areas were plunged into darkness, while others were flooded with an intense, glaring light. The playful creatures who thrived under the moon's gentle glow stumbled in confusion. The owls hooted anxiously, unable to see properly in the sudden pockets of darkness.

Luna, initially thrilled, felt a knot of worry tighten in her stomach. She realized the moon wasn't just a giant nightlight; its position was important for everyone who lived under its light. With a heavy heart, Luna concentrated all her energy, trying to push the moon back to its rightful place.

Slowly, the moon began to shift back. As it settled into its original position, the gentle, even glow returned, bathing the land in its familiar comfort. Relief washed over Luna, and she watched with gratitude as the creatures of the night resumed their playful activities.

That night, Luna learned a valuable lesson. The world was a delicate balance, and even the smallest change could have unforeseen consequences. From then on, Luna appreciated the moon's beauty from afar, content in the knowledge that Nyx, the weaver of night, knew exactly where it belonged.

Story Analysis

Plot Stages

1. Exposition

- Introduces Luna, the playful sprite, and Nyx, the weaver of night,
- establishes the setting: a magical night sky with a moon and highlights Luna's fascination with the moon.
-

2. Rising Action

- Luna's curiosity sparks a desire to move the moon.
- She playfully uses her abilities to nudge the moon out of position.

3. Climax

- The moon's movement disrupts the natural balance of light and darkness.
- Creatures of the night are thrown into confusion.
- Luna realizes the unintended consequences of her actions.

4. Falling Action

- Luna attempts to rectify her mistake by pushing the moon back.
- The moon returns to its original position, restoring balance.

5. Resolution

- Luna learns a valuable lesson about respecting the natural order.
- She appreciates the moon's beauty from afar.
- Luna acknowledges Nyx's wisdom.

Features of a Myth:

- Explains a Natural Phenomenon: The story emphasizes the moon's role in providing light and maintaining balance in the night.

- Involves gods / goddesses: Nyx, the god of night, represents a higher power with the ability to create and maintain the night sky.

- Teaches a Lesson: The myth highlights the importance of respecting the natural order and the consequences of disrupting it.

- Set in an Indefinite Past: The story takes place in "a long time ago," a common feature of myths.

- Simple Plot: The story is easy to follow and understand for young readers.

Legend Sample

The Legend of Robin Hood and the Golden Arrow

In the rolling hills of medieval England, where castles loomed large and taxes were high, lived a young nobleman named Robin of Locksley. Robin was known for his archery skills and his kind heart. When the cruel Sheriff of Nottingham began to oppress the poor villagers, Robin decided to take a stand.

Robin, along with his band of merry men, hid deep in Sherwood Forest. They ambushed the Sheriff's tax collectors, redistributing the stolen riches back to the villagers who desperately needed them. Robin's bravery and generosity earned him the admiration of the common people, who whispered tales of his exploits throughout the land.

One crisp autumn day, a grand archery tournament was announced at Nottingham Castle. The winner would receive a golden arrow, a symbol of unmatched skill. Robin, determined to humiliate the arrogant Sheriff, decided to participate. He disguised himself as a simple villager and entered the competition.

News of a skilled newcomer spread like wildfire. Archer after archer fell before Robin's precise aim, leaving the crowd in awe. Finally, Robin stood face-to-face with the Sheriff himself, a known bully who relied on brute force rather than skill.

The tension crackled in the air as Robin and the Sheriff nocked their arrows. The Sheriff, fueled by anger and jealousy, loosed his arrow first, missing the target by a mile. Robin took a deep breath, focused on the center of the target, and released his arrow. It flew straight and true, piercing the very center with a resounding thud.

The crowd erupted in cheers, recognizing Robin's exceptional skill. The Sheriff, enraged by his defeat, stormed off, vowing revenge. Robin, having made his point, disappeared back into the forest, leaving the golden arrow as a symbol of his defiance.

From that day on, Robin Hood became a legend. Singers and storytellers spread tales of his bravery and compassion, inspiring others to fight against injustice. The legend of Robin Hood continues to be told, reminding people of the importance of standing up for what's right, even against powerful forces.

Story Analysis

Plot Stages

1. Exposition

- Introduces Robin of Locksley, a skilled archer with a kind heart.
- Establishes the setting: medieval England with a cruel Sheriff oppressing the poor.
- Sets the stage for Robin's actions as a response to injustice.

2. Rising Action

- Robin and his merry men become outlaws, taking from the rich and giving to the poor.
- The Sheriff's cruelty and Robin's defiance are highlighted.
- The archery tournament is announced, offering Robin a chance to challenge the Sheriff.

3. Climax

- Robin, disguised, competes in the tournament.
- He displays exceptional skill and hits the bullseye.
- Robin publicly humiliates the Sheriff.

4. Falling Action

- The crowd cheers for Robin, recognizing his victory and defiance.
- The defeated Sheriff retreats with threats of revenge.
- Robin disappears back into the forest, leaving the golden arrow as a symbol.

5. Resolution

- Robin Hood's legend grows, inspiring others to fight against injustice.
- The story emphasizes the importance of Robin's actions and their lasting impact.

Features of a Legend:

- Historical Setting: The story takes place in medieval England, referencing a specific time period.
- Historical Figure: Robin Hood, though possibly a combination of real outlaws, is presented as a historical figure.
- Explains a Local Tradition: The legend could be used to explain the enduring popularity of Robin Hood stories and celebrations.
- Teaches a Lesson: The story emphasizes the values of courage, justice, and helping those in need.
- Basis in Truth: While embellished, the legend has roots in a time of oppression and resistance.

UNIT 2 | WRITING

LESSON 3 | PLAYSCRIPTS

playscripts are the written versions of play or theater performances. They help actors know what to say and do on stage, and they also give the audience a front-row seat to the story. They help actors know what to say and do on stage, and they also give the audience a front-row seat to the story.

Key Elements of Playscripts:

1. Characters: In a playscript, characters are the people or animals who take part in the story. They have names and are usually introduced with a brief description of their personality or appearance. For example, "Samantha - a curious and adventurous young girl."

2. Dialogue: Dialogue is the conversations that characters have with each other. In a playscript, dialogue is written out with each character's name followed by what they say. Remember, unlike stories where the narrator describes what characters say, in a playscript, characters speak directly to each other.

3. Stage Directions: These are like instructions for the actors and the director. They tell the actors where to move, how to say their lines, and even suggest how they should feel or express themselves. Stage directions are usually written in italics or parentheses and help make the play come alive.

4. Setting: The setting is where the story takes place. Playscripts often include descriptions of the scenery and the location, helping the actors and the audience imagine the world of the play.

5. Scene headings: Scene headings help the actors and crew understand where the action is taking place. They typically include information such as the time of day, the location, and any special features of the setting.

6. Acts and scenes: A play script is often divided into acts and scenes, which help organize the story and provide a structure for the production.

7. Character descriptions: The play script may include descriptions of the characters' personalities, appearances, and other traits that are important to the story.

8. Parentheticals: These are notes in the script that indicate how a character should deliver their lines, such as with a particular tone of voice or physical gesture.

Example Playscript Excerpt

Whispers of Fate

Characters:

Ella: A curious archaeologist.
Liam: Ella's adventurous colleague.
Professor Morgan: A seasoned archaeologist with hidden intentions.
Sofia: Mysterious guardian of an ancient secret.

Scene 1: The Dig Site

(Ella and Liam are excavating an archaeological site.)

Ella: (excitedly) Liam, I can sense we're close to discovering something extraordinary!

Liam: (enthusiastic) I agree, Ella. These ruins hold ancient stories waiting to be unveiled.

Scene 2: The Village

(Ella and Liam visit a nearby village for information about a hidden artifact.)

Villager 1: (whispering) You tread on dangerous ground. The artifact is protected by an ancient force.

Liam: (intrigued) Ancient force? What are you talking about?

Scene 3: Sofia's Hideaway

(Ella and Liam find Sofia's hidden dwelling, filled with ancient relics.)

Sofia: (mysterious) You seek the artifact, but you're unaware of the power it holds.

Ella: (determined) We're here to understand, not to exploit.

Scene 4: Confrontation

(Ella and Liam confront Professor Morgan about his true intentions.)

Ella: (accusingly) You knew about Sofia and the artifact, didn't you?

Professor Morgan: (smirking) Knowledge can bring about great change, my dear. A change I seek.

Scene 5: The Revelation

(Sofia reveals the true nature of the artifact and her role in protecting it.)

Sofia: (sadly) The artifact holds the balance of creation and destruction. It must be safeguarded.

Ella: (realizing) The legend was true. You've been its protector, Sofia.

Scene 6: Decision Time

(Ella and Liam must decide the fate of the artifact.)

Liam: (firmly) We can't allow it to fall into the wrong hands.

Ella: (resolute) We'll keep it hidden, preserving its true purpose.

Scene 7: Epilogue

(Ella and Liam bury the artifact in a secret location.)

Liam: (content) Its power will remain safe.

Ella: (thankful) Sofia's sacrifice won't be forgotten.

[End of Play]

HELPFUL VOCABULARY SECTION

Alternatives for ‘said’

Alternatives for said / asked according to the context and to the impression you want to create.

The following is a list for said and asked alternatives:

Alternative for ‘Said’	Alternative for ‘Asked’
Declared	Inquired
Whispered	Questioned
Exclaimed	Wondered
Murmured	Posed
Muttered	Demanded
Uttered	Checked
Sighed	Investigated
Gushed	Popped the question
Chirped	Requested
Roared	Excused
Snapped	Pleaded
Interrupted	Suggested
Insisted	
Joked	
Stated	
Asserted	
Affirmed	
Expressed	
Confirmed	
Announced	
Proclaimed	
Claimed	
Suggested	
Emphasised	
Denied	
Pleaded	
Begged	
Cried / shouted / yelled	

IDIOMS

Idiom	Meaning
Every cloud has a silver lining	Good things come after bad things
Get a taste of your own medicine	Get treated the way you've been treating others) ‘negative
Give someone the cold shoulder	Ignore someone
Go on a wild goose chase	To do something pointless
A blessing in disguise	a good thing that seemed bad at first
Beat around the bush	Avoid saying what you mean, usually because it is uncomfortable
Bite the bullet	To get something over with because it is inevitable
Break a leg	Good luck
Cutting corners	Doing something poorly in order to save time or money
Easy does it	Slow down
Get out of hand	Get out of control
Don’t hold your breath	When advising someone not to expect a particular result because it is unlikely to happen.
The best of both worlds	An ideal situation
That's the last straw	My patience has run out
Pull yourself together	Calm down
Pull someone's leg	To joke with someone
It's not rocket science	It's not complicated
Miss the boat	It's too late
Speak of the devil	The person we were just talking about showed up!
The best of both worlds	An ideal situation

Vocabulary to Describe Feelings

Happy • Joyful • Cheerful • Delighted • Ecstatic • Thrilled	Scared • Afraid • Terrified • Frightened • Worried • Anxious
Sad • Upset • Grieving • Heartbroken • Disappointed • Melancholy	Surprised • Shocked • Astonished • Amazed • Startled • Taken aback
Angry • Mad • Furious • Enraged • Irritated • Annoyed	Proud • Satisfied • Pleased • Accomplished • Triumphant • Elated
Excited • Eager • Enthusiastic • Thrilled • Pumped up • Psyched	Lonely • Isolated • Forsaken • Desolate • Unaccompanied • Solitary
Tired • Exhausted • Weary • Sleepy • Fatigued • Drained	Bored • Uninterested • Unengaged • Monotonous • Dull • Tedious
Hungry • Starving • Ravenous • Famished • Greedy • Voracious	Physical Fullness • Satisfied • Stuffed • Plump • Bloated • Turgid Emotional Fullness Complete/ Content

CAMBRIDGE CHECKPOINT ZONE

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2024 | Progression

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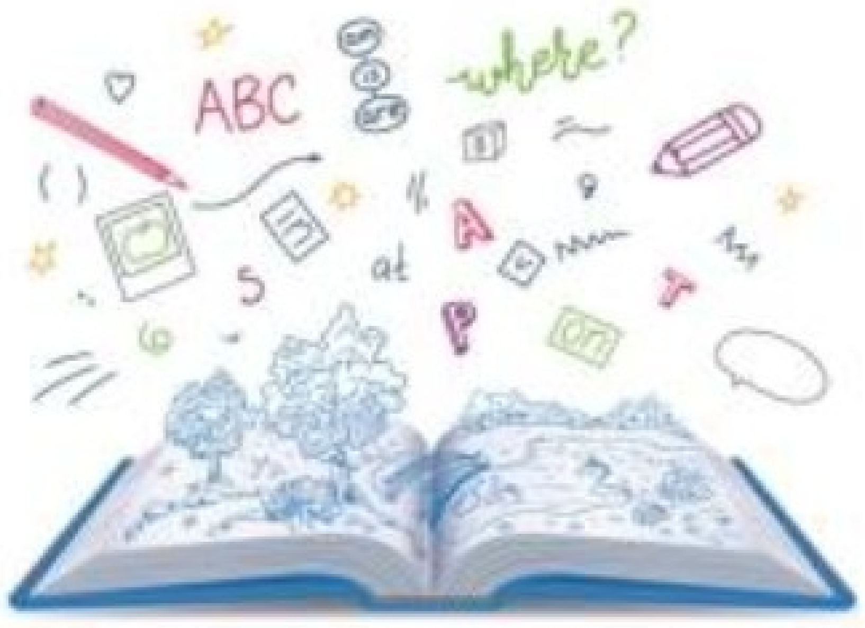

English

Stage 5

Paper 1 Non-fiction

2024

Cambridge Primary Progression Test

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Judith Kerr: A spellbinding writer and illustrator

Judith Kerr, who was born in Berlin in 1923, was the creator of the classic children's books 'The Tiger Who Came to Tea' and 'Mog the Forgetful Cat'. She was unusual in being equally successful as a writer and an illustrator. She always claimed that she was 'a very slow' illustrator and that her work was 'more rubbing out than drawing', but in her career she created more than 30 books, mostly about Mog, all of which have remained in print and which sell worldwide.

The bestselling 'The Tiger Who Came to Tea' (1968) was her first book. With bold illustrations, it tells the playful and imaginative story of how the everyday routine of a mother and her young daughter, Sophie, is disrupted by the unexpected arrival of a handsome stripy tiger. There is no panic; the tiger settles down to drink all the water and eat all the food, to Sophie's delight rather than terror, before leaving politely. When father comes home, he cheers mother and daughter up by taking them out to dinner.

Described as 'a dazzling first book' which would make children 'scream with delicious pleasure' by one of the earliest reviewers, it was a simple picture book that generated a lot of delight. Judith was frequently heard to say, in the nicest way possible: 'It's just the story of a tiger who came to tea. I made it up to amuse my children because we were bored and because their father was away filming for very long days at a time.'

It was also to entertain her own children that Judith wrote 'Mog the Forgetful Cat' (1970), the first of what was to become a hugely successful series about Mog, who was based on the cats she herself owned. Both in her stories and in the talks she gave to very young children, Judith was most amusing about Mog and her endearing and infuriating characteristics. She gave Mog the human qualities she believed cats to have.

Nowadays, authors are also expected to be live performers, a role which Judith excelled at. She was always smartly turned out and well-prepared for her talks. A lively and inspiring speaker, she took part in festivals and bookshop events, where she charmed audiences from babies to grandparents with her humour, warmth and natural storytelling ability.

She used her own life as the inspiration for most of her work, claiming that stories from her real life were better than ones she made up from scratch. Her original audience, too, came from her own life; long before she wrote anything down, she told her children stories. She wrote the books that followed partly because her son, Matthew, was so dissatisfied by the books he was expected to read.

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Judith loved to work and was skilful at adapting her artwork as she grew older by switching from ink to crayons and coloured pencils, which could be more easily rubbed out. She never lost her enthusiasm for the children who read her books or for their parents, many of whom came to her talks in the hope – always rewarded – of getting advice about how to turn their own ideas into stories.

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Section A: Reading

Spend 30 minutes on this section.

Read the **text** in the insert, and answer Questions 1–9.

1 Look at the first paragraph (lines 2–7).

(a) In the first sentence, the writer uses capital letters for the names of people and places. For what other reason does the writer use capital letters in this sentence?

.... [1]

(b) Why does the writer describe Kerr as *the creator* of her books, rather than just ‘the author’?

.... [1]

(c) Give **one** word from this paragraph that tells us that her books have stayed popular through time.

.... [1]

(d) Give **one** phrase that tells us that Kerr’s books are available in different countries.

.... [1]

2 The second paragraph (lines 8–14) describes ‘The Tiger Who Came to Tea’. Why do you think readers might find some things in this story surprising? Give **two** explanations and support each explanation with a quotation from the text.

Explanation 1: ....

Quotation 1: ....

Explanation 2: ....

Quotation 2: ....

[4]

3 In the third paragraph (lines 15–20) the writer uses inverted commas (‘ ’) in two different ways.
What are the two different ways?
Tick (✓) **two** boxes.

to highlight words being used in an unusual way ☐

to show the actual words that are spoken ☐

to include words in a different language ☐

to give a quotation from another text ☐

to indicate a sense of humour ☐

[2]

4 Look at the fourth paragraph (lines 21–26). Which of the following statements about Kerr and cats is true?
Tick (✓) **one** box.

Kerr only wrote one book about her cat. ☐

Kerr was inspired by other people’s cats. ☐

Kerr always said she preferred cats to people. ☐

Kerr found her own cats adorable and annoying. ☐

[1]

5 Look at the fifth paragraph (lines 27–31).

(a) What **two** things did Judith Kerr do to get ready for her talks?

She planned what she would...

- ....
- ....

[2]

(b) Give **one** phrase that tells us that Judith Kerr was liked by people of all ages.

.... [1]

6 In the sixth paragraph (lines 32–36), what does the phrase *from scratch* mean in this text?
Tick (✓) **one** box.

by talking to her children ☐

by writing them down first ☐

by using her own imagination ☐

by borrowing other people's ideas ☐

[1]

7 Look at the final paragraph (lines 37–41).

(a) What does the pronoun *whom* refer to?

.... [1]

(b) Kerr changed the way she produced illustrations over time. Explain how the first and final paragraphs show this change.

In the first paragraph, ...

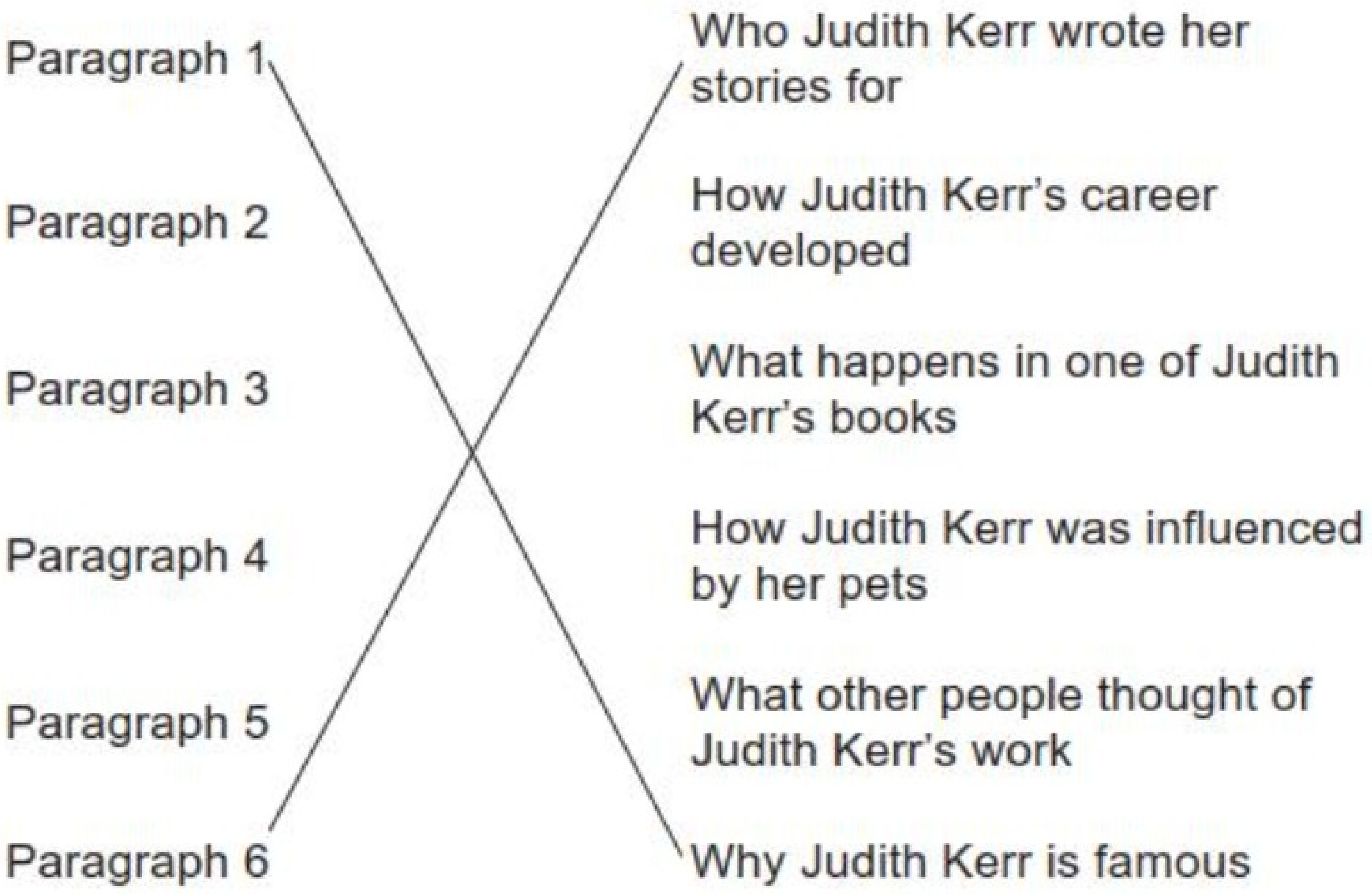
....

In the final paragraph, ...

....

[2]

8 Look at the first six paragraphs. Draw lines to match the paragraphs to the topics. Two examples have been done for you.


Paragraph 1
Paragraph 2
Paragraph 3
Paragraph 4
Paragraph 5
Paragraph 6
Who Judith Kerr wrote her stories for
How Judith Kerr's career developed
What happens in one of Judith Kerr's books
How Judith Kerr was influenced by her pets
What other people thought of Judith Kerr's work
Why Judith Kerr is famous

[3]

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9 Who do you think would feel the happiest after going to a talk by Judith Kerr?

Tick (✓) **one** box.

A young child ☐

A parent ☐

Explain your choice by giving **two** reasons; support each reason with a quotation from the text.

Reason 1: ....

Quotation 1: ....

Reason 2: ....

Quotation 2: ....

[4]

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Section B: Writing

Spend 30 minutes on this section.

10 Your school's online magazine has asked you to write an article about a person you admire.

You should think about:

- who the person is and how you know them
- what you admire about the person
- how the person has inspired or affected you.

Space for your plan:

Write your article on the next page. [25 marks]

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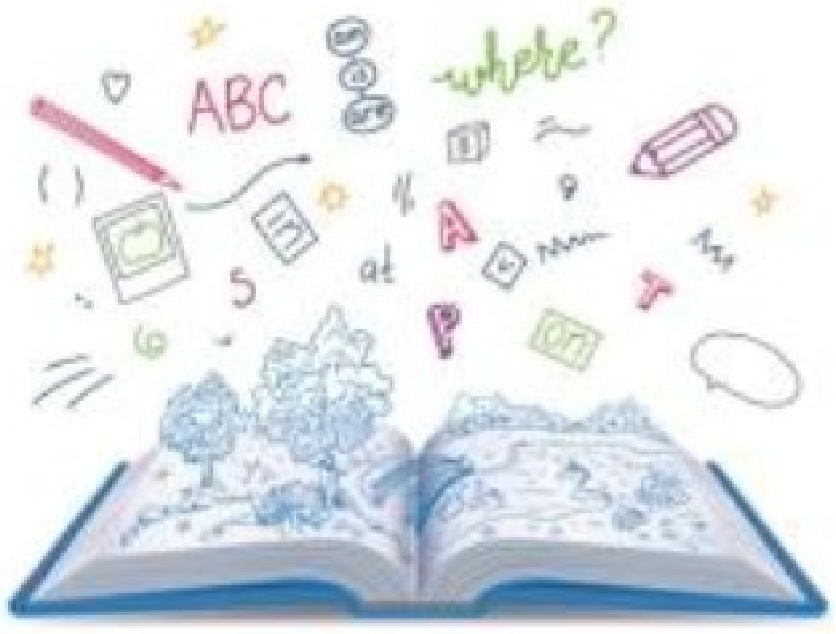
Cambridge Assessment
International Education

English

Stage 5

Paper 2 Fiction



2024

Cambridge Primary Progression Test

Insert

3125_02_INS_4RP

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Text for **Section A**, an extract from *Stepsister* by Jennifer Donnelly, about Isabelle, her sister Tavi and her stepsister Ella

'Six *sous*[1],' the baker's wife said.

'Six?' Isabelle echoed, confused. 'But the sign here says three.' She pointed to a slate on the baker's stall with a price marked on it in chalk.

The woman spat on her palm, rubbed the 3 away and wrote 6 in its place. 'For you, six,' she said insolently.

'But that's double the price. It's not fair!' Isabelle protested.

'Neither is treating your stepsister like a slave,' said the woman. 'Don't deny it. You were cruel to a defenceless girl. Got your comeuppance, though, didn't you? Ella is queen now and more beautiful than ever. And you? You're nothing more than her ugly stepsister.'

Isabelle lowered her head, her cheeks flaming. She and Tavi had only just arrived at the market and already the taunts were starting.

Taking a deep, steadying breath, she remembered her sister's directive: *Behave*. She counted out the coins from her pocket and handed them over. The baker's wife gave her an undersized loaf, burned on the bottom, and a sneering smile to go with it.

'Serves her right,' said a woman standing in line.

'Burned bread's too good for her,' sniffed another.

Distracted by the villagers' talk, Isabelle did not see the pothole in front of her until she stepped down in it hard. A searing pain shot up her leg. In agony, she glanced up and down the street hoping to see her cart, but there was no sign of it.

She did, however, see Odette, the innkeeper's daughter, walking towards her, tapping her cane over the cobblestones. Odette was blind and used the cane to navigate the village's winding streets.

Then Isabelle saw something else.

Cecile, the mayor's daughter, and her gaggle of friends were walking behind Odette. She was waving her parasol in front of her as if it were a cane, mocking[2] Odette. Her friends were giggling.

Dread gripped Isabelle. She knew she should go to Odette and defend her. But her foot hurt and she had no heart for another confrontation. She told herself that

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Odette didn't know what was happening. After all, she couldn't see Cecile, but she, Isabelle, could, and knew she would be the girl's next victim. She looked around anxiously for a place to hide, but it was too late. Cecile had spotted her.

'Isabelle de la Paumé, is that *you*?' she drawled, forgetting about Odette.

As Cecile spoke, Isabelle's eyes fell on the entrance to an alley. She didn't bother to reply but rushed down the narrow passage, heedless of[3] the pain she was in. The alley was damp and smelled like a sewer, but she managed to avoid Cecile and emerge on the very street where she'd left her cart.

Relief flooded through her. Tavi wasn't there yet, but Isabelle was certain she'd come soon.

Isabelle had been in such a hurry to escape that she'd started for the cart without looking up and down the street.

'Isabelle, darling! *There* you are!' a voice called out.

Isabelle's stomach tightened. Slowly, she turned around.

Standing behind her, smiling like a viper, was Cecile.

Glossary
[1] sous: small coins used in France in the past
[2] mocking: teasing / making fun of
[3] heedless of: without paying attention to

Section A: Reading

Spend 30 minutes on this section.

Read the **text** in the insert, and answer Questions 1–10.

1 Look at lines 3–5.

Why does Isabelle repeat what the baker's wife says?

.... [1]

2 Look at lines 6–14.

(a) What does the phrase *Got your comeuppance* tell us about the woman's opinion of Isabelle?
Tick (✓) **one** box.

The woman thinks that Isabelle…

has done nothing wrong. ☐

is treated unfairly by her stepsister. ☐

deserves what has happened to her. ☐

should be queen instead of her stepsister. ☐

[1]

(b) Give **one** example of a metaphor that the writer uses to show Isabelle's feelings.

.... [1]

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3 Look at line 3 and line 15.
Italics are used in both these lines. Why are italics used?
Tick (✓) **two** boxes.

to emphasise that it is just a joke ☐

to emphasise a character's feelings ☐

to show what a character has written ☐

to show a word in a different language ☐

to show what a character said previously ☐

[2]

4 Look at lines 3–20.

(a) Explain how the behaviour of the baker's wife shows us she doesn't like Isabelle. Give **two** ways.

- ....
- ....

[2]

(b) Put the events in chronological order from (1) the one that happens first, to (5) the one that happens last. One example has been done for you.

Isabelle is shown disrespect by the baker's wife. ....

Isabelle treats her stepsister badly. ......1......

Isabelle's stepsister joins the royal family. ....

Isabelle is taunted by other people. ....

Isabelle and her sister arrive at the market. ....

[3]

5 Look at lines 21–24.
Give the main clause of the first sentence in this paragraph.

.... [1]

6 Look at lines 25–28.
Give **one** reason why the writer starts a new paragraph after *…there was no sign of it.*

.... [1]

7 Look at lines 29–31.
Give **one** example of a collective noun in this paragraph.

.... [1]

8 Look at lines 32–37.

(a) What type of figurative language does the writer use in the first sentence?

.... [1]

(b) Give **one** word that tells us that Isabelle knew protecting Odette was the right thing to do.

.... [1]

(c) In the sentence beginning *After all…* which character does the first *she* refer to?

.... [1]

9 Look at lines 38–48.

(a) What does the word *flooded* tell us about Isabelle's emotion?

.... [1]

(b) Explain **two** ways that the writer creates a feeling of tension in the final three lines.

- ....
- ....

[2]

10 Look at the whole text.

(a) Why do you think Isabelle feels threatened by Cecile? Give **two** reasons using evidence from the text.

- ....
- ....

[2]

(b) Explain **two** ways that Isabelle's actions show her fear of Cecile. Give a quotation from the text to support each explanation.

Explanation: ....

Quotation: ....

Explanation: ....

Quotation: ....

[4]

Section B: Writing

Spend 30 minutes on this section.

11 Your teacher has asked you to continue the story.
Write what happens next.

You could think about:

- The characters – Cecile and Isabelle? Tavi? Cecile's friends? Odette? Anyone else?
- The setting – will it stay the same or will they go somewhere else?
- Will there be a resolution or will it end on a cliff-hanger?

Space for your plan:

Write your story on the next page. [25 marks]

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2023 | Progression

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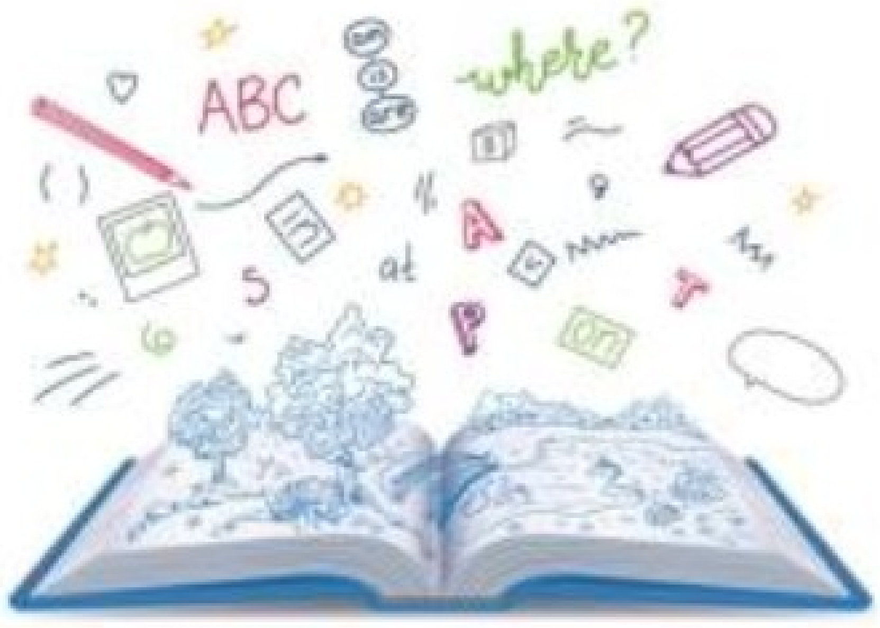

English

Stage 5

Paper 1 Non-fiction

2023

Cambridge Primary Progression Test

Insert

3125_01_INS_4RP
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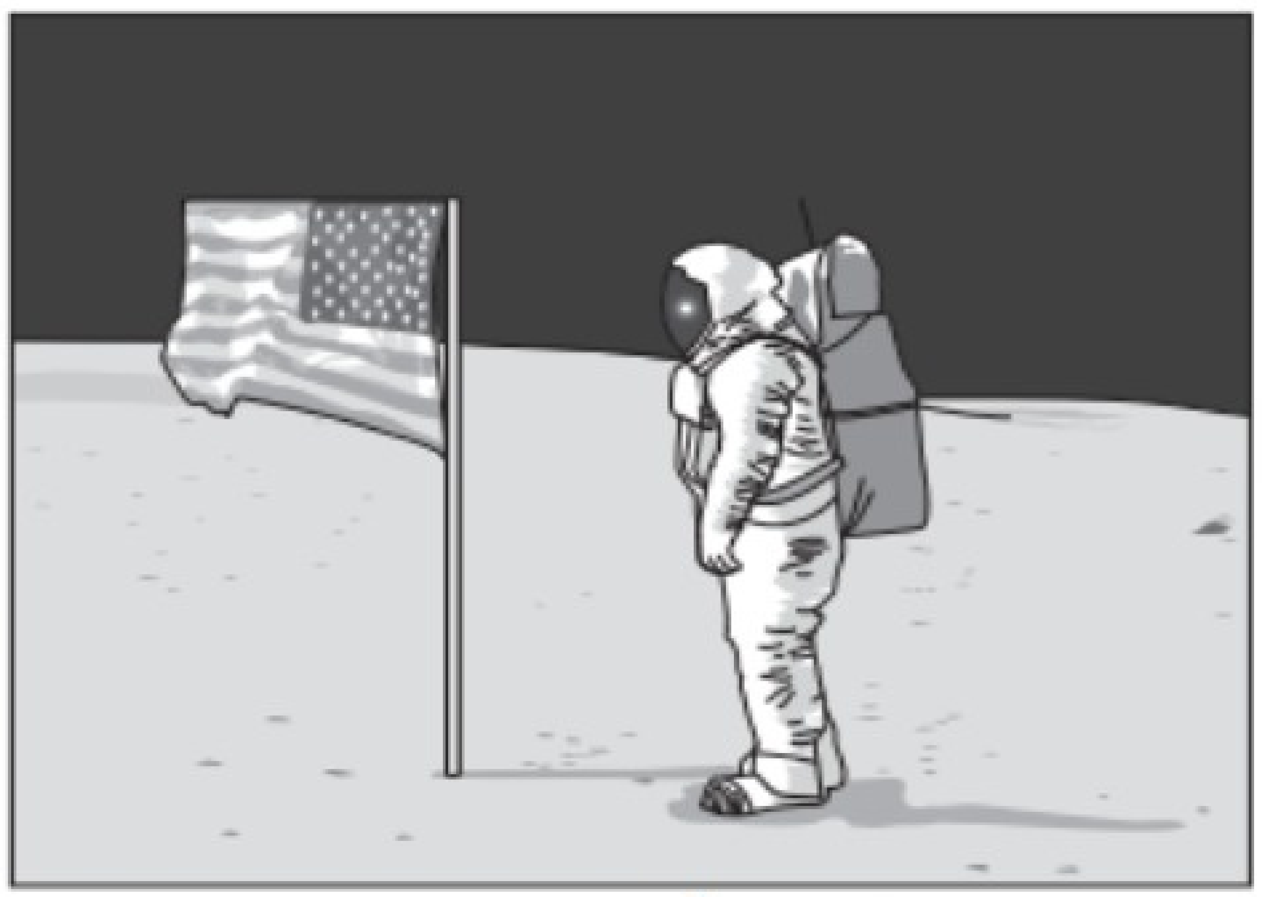
Text A

Were the Moon landings faked?



In 1969 it was announced that a module from the spacecraft Apollo 11 had landed men on the Moon for the first time.

Most people agree that the US government, NASA[1], the 12 astronauts and the 400 000 other people involved in the Apollo space programme could not have faked one of humanity's greatest ever achievements.

But there are some people who think the landings were a hoax[2]. They claim the US government faked Apollo 11 and later missions.

One argument that the landings were faked is based on various misunderstandings of NASA equipment and lunar[3] physics. A well-known example is the American flag that astronauts Neil Armstrong and Buzz Aldrin placed on the Moon. In photos, it appears to be open and fluttering in the wind. How could this happen when the Moon has no wind?

In fact, it isn't fluttering at all. A horizontal rod at the top of the pole holds the flag open. And there appears to be a ripple in it creating a fluttering effect. This is caused by the weak gravity on the Moon which is not strong enough to completely flatten the flag out. Ever since the astronauts planted it into the Moon's surface, the flag has remained motionless.

Furthermore, we have 382 kilograms of Moon rock that Apollo astronauts brought back to Earth. These rocks have been independently confirmed as lunar by laboratories around the world, ruling out claims that the landings were faked.

Finally, evidence from a more recent spacecraft, NASA's Lunar Reconnaissance Orbiter (LRO), might sway even the most hardened sceptics[4]. Today, LRO takes clear, close-up pictures of the lunar surface from a low orbit. During its mission, it captured the landing sites and the abandoned modules from the Apollo missions. And its resolution is so good it has even picked up the dark, squiggly paths that the astronauts' footprints made. Spacecraft from China, India and Japan have also spotted these landing sites, providing further proof of the landings.

Glossary

[1] NASA: the US organisation that is responsible for space exploration

[2] hoax: a plan to trick someone into believing something that is not true

[3] lunar: relating to the Moon

[4] sceptics: people who doubt the truth of an idea or belief

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Text B

John Herschel and the Great Moon Hoax

On 25 August 1835, readers of the New York newspaper, The Sun, were stunned to read of discoveries made by the famous astronomer John Herschel (1792–1871). Herschel had left London in 1833 for South Africa, where he built a 6.4 metre telescope to study the southern skies.

Quoting Herschel's assistant, Dr Andrew Grant, The Sun reported a remarkable discovery which had been made when Herschel turned his powerful lens towards the Moon.

Over six articles, a Sun journalist, Richard Adam Locke, carried out perhaps the most famous media hoax in history, revealing increasingly elaborate discoveries made by Herschel of alien life on the lunar landscape.

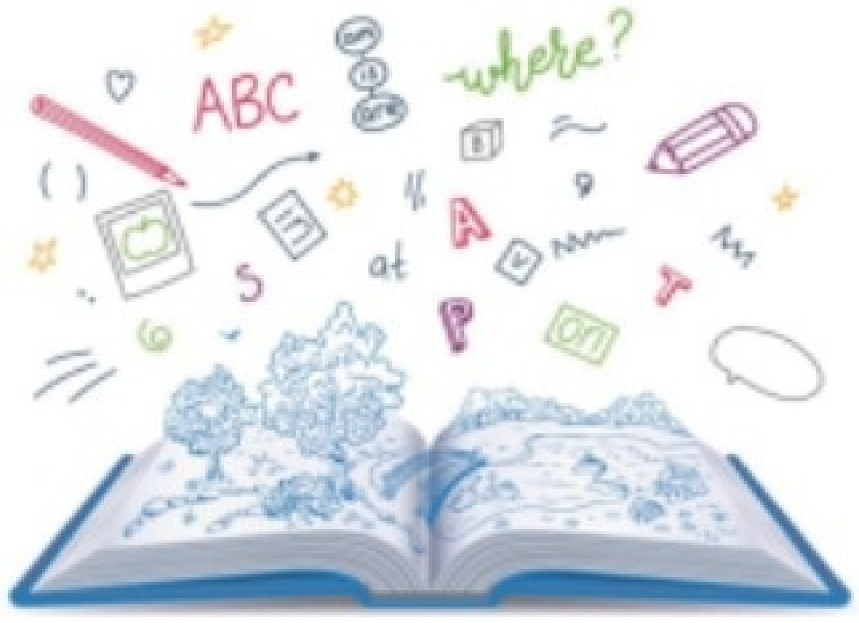
Readers were teased initially with reports of huge volcanic rock formations, covered in red flowers. Then came the equally colourful wildlife: brown bison-like creatures, goats 'of a bluish colour' and a strange, spherical creature that rolled itself at speed across a pebble beach.

With the third article came news of the beaver that walked on two legs, carried its young in its arms and, judging from the smoke coming from its hut, could make fire. The fourth article announced the existence of the Vespertilio-homo, or 'man-bat', a winged human-like species.

Finally, the sixth article announced that the Sun's rays had shone down on Herschel's lens, causing a fire that had burnt his observatory to the ground.

Herschel had indeed made a journey to South Africa, but Dr Andrew Grant was entirely fictional. Locke had invented the idea with the shameless (and successful) aim of boosting the paper's sales.

Cambridge Assessment
International Education



English

Stage 5

Paper 1 Non-fiction

2023

Cambridge Primary Progression Test

Name

Class

Date

1 hour

Additional materials: Insert

INSTRUCTIONS
- Answer **all** questions.
- Write your answer to each question in the space provided.
- You should pay attention to punctuation, spelling and handwriting.

INFORMATION
- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [ ].
- Suggestions for how long to spend on each section are given in the booklet.

3125_01_5RP
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Section A: Reading

Spend 30 minutes on this section.

Read **Text A** in the insert, and answer questions 1–5.

1 Look at the first paragraph (lines 6–11).

(a) What is the purpose of the commas (,) in the first sentence?
Tick (✓) **one** box.

to separate adjectives before a noun ☐

to separate words or phrases in a list ☐

to separate clauses in a complex sentence ☐

to separate direct speech from a reporting verb ☐

[1]

(b) What does the writer say about the Moon landings in the first paragraph?
Tick (✓) **one** box.

Few people believe they happened. ☐

Some people could have faked them. ☐

It would have been impossible to fake them. ☐

The people who believe they really happened have been tricked. ☐

[1]

2 Look at the second paragraph.
The second paragraph begins with a connective. Why has the writer chosen this connective?

.... [1]

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3 Look at the third and fourth paragraphs.

(a) In the **third** paragraph, the writer introduces an argument which supports the idea that the Moon landings were a hoax.
Give **two** two-word phrases from the fourth paragraph which emphasise that the writer disagrees with this argument.

- ....
- ....

[2]

(b) Give **two** reasons why the flag appears to be moving in the wind.

- ....
- ....

[2]

(c) The writer uses the word *planted* to describe what the astronauts did with the flag. Why does the writer choose this word?

.... [1]

4 Look at the fifth paragraph.

(a) Who does the personal pronoun in the first sentence refer to?

.... [1]

(b) Give a noun that is used both as a countable and an uncountable noun in this paragraph.

.... [1]

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5 Look at the final paragraph.

(a) The writer thinks that the argument he makes in the final paragraph could persuade some people to change their mind. Give a **two-word** phrase that shows this.

.... [1]

(b) Give **one** word the writer uses to mean 'took photographs of'.

.... [1]

(c) The astronauts didn't walk in straight lines on the Moon. Give **one** word that tells us this.

.... [1]

Read **Text B**, in the insert, and answer questions 6–11.

6 Look at the first paragraph.

(a) What do the numbers in brackets refer to?

.... [1]

(b) What does the relative clause in the second sentence tell us?
Tick (✓) **one** box.

where John Herschel went to study astronomy ☐

what John Herschel did in South Africa ☐

when John Herschel set out on his journey ☐

how John Herschel built his telescope ☐

[1]

7 Look at the second paragraph. Give **one** word that the writer uses instead of repeating the word *telescope*.

.... [1]

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8 Look at the third paragraph.
Give **one** phrase from the third paragraph that tells us that each description becomes more and more detailed.

.... [1]

9 **(a)** Look at the fourth paragraph. Complete the table. An example has been done for you.

Word	Root word	Suffix	Meaning
colourful	colour	–ful	having many colours
bluish	....	–ish	....

[2]

(b) Look at the fourth and fifth paragraphs.
In what order do the following descriptions appear in the newspaper articles?
Draw lines to put the descriptions in the correct order. The first example has been done for you.

Order	Description
1	description of an animal that behaves like a person
2	description of creatures that look like people
3	description of rocks
4	description of various animals
5	description of plants

[3]

10 Look at the sixth paragraph.
Explain why *the Sun* is written here without a capital T, but in the first paragraph *The Sun* is written with a capital T.

....

.... [2]

11 Look at the final paragraph. Give **one** word that tells us the writer's opinion of Locke's actions.

.... [1]

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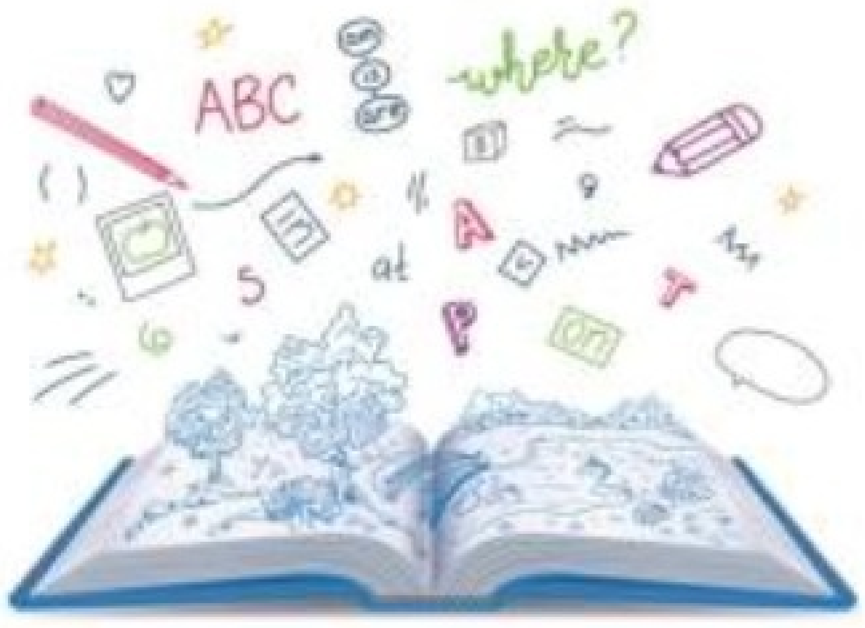

English

Stage 5

Paper 2 Fiction

2023

Cambridge Primary Progression Test

Insert

3125_02_INS_2RP
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Text for **Section A**, an extract from *Melie* by Justina Ireland

A girl called Melie is searching the rocks for mermaids.

I clambered over the rocks, nearly slicing my hand open on a jagged edge. From far off, the jetty had seemed like the perfect place to find my quarry[1], but now that I was on the rocks I began to worry that maybe I should've picked another spot. There was no way I'd be able to get out any farther, at least not this way.

I started to head back to the beach to find another spot when I saw them pulling themselves up onto the rocks: mermaids. Gloriously fat, their rainbow hair knotted with bits of seashells as well as coral and kelp. Their skin was blue-gray, and only their brightly coloured tails stood out against the rocks.

For months I had been running errands[2] for the High Sorcerer in hopes that he would take me as an apprentice. He had sent me on task after task, all with the promise of sharing his great wisdom. Anyone in Klydonia could learn magic, but it was incredibly dangerous to be self-taught. One never knew when a spell might backfire and turn an aspiring sorcerer into a lump of clay or a toad. So a teacher was a must.

'Halloo!' I called, once I was within shouting distance of the mermaids, giving them a wave. A few mermaids screamed and quickly dove[3] back under the safety of the water, but those who had pulled themselves farther up the rocks stayed where they were, their bodies taut with aggression.

'Leave us, landling! We'll never tell you the location of our castle or give you any jewels,' called a mermaid with turquoise hair.

'And if you try to come any closer we'll pull you off the rocks and into the cold, dark water,' said another, leaning back on her rock.

'I'm not here for your jewels or to conquer your kingdom! I'm an apprentice to the High Sorcerer, and I've come to ask for a vial full of your tears. It's for a very important spell,' I said.

'Why would we help you?' asked the turquoise-haired mermaid. I was beginning to think of her as the leader. 'We hate the sorcerer. He sends his apprentices to hunt us for our scales.'

'If you're an apprentice, where are your robes?' called another mermaid, one with lavender hair.

My face burned, and not from the afternoon sun. 'Um, they didn't have the robes in my size. I'm too fat,' I said.

At this the mermaids cried out in dismay. 'Too fat?'

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'But you look positively malnourished!'[4]

'She'd never survive in the water with so little blubber.'

'Ugh, humans are the worst.'

'I like her skin, though. It's so brown!'

'So,' I said, seeing an opportunity in their outrage. 'It would be a huge boon if you could give me some tears.'

A few of the mermaids murmured agreement, but the turquoise-haired mermaid was unmoved. 'We aren't going to give you them for nothing. It's very hard to cry. So what can you give us in return?'

I grinned, and leaned forward as much as I could while sitting very uncomfortably on a very jagged rock. 'How about a story?'

Glossary

[1] quarry: something that someone is looking for
[2] running errands: doing tasks / doing jobs
[3] dove: American word for dived
[4] malnourished: underfed / not having enough to eat

Cambridge Assessment
International Education

English

Stage 5

Paper 2 Fiction

2023

Cambridge Primary Progression Test

Name	
Class	Date

1 hour

Additional materials: Insert

INSTRUCTIONS
- Answer **all** questions.
- Write your answer to each question in the space provided.
- You should pay attention to punctuation, spelling and handwriting.

INFORMATION
- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [ ].
- Suggestions for how long to spend on each section are given in the booklet.

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Section A: Reading

Spend 30 minutes on this section.

Read the **Text** in the insert, and answer questions 1–13.

1 Give **one** word from the first paragraph (lines 3–6) that tells us the narrator has difficulty moving about.

.... [1]

2 **(a)** What word does the pronoun *them* (line 7) replace?

.... [1]

(b) What does the word *Gloriously* (line 8) tell us about how the narrator feels about mermaids?

.... [1]

3 How is the third paragraph different from the first and second paragraphs?
Tick (✓) **two** boxes.

It is written in the third person. ☐

It orders events chronologically. ☐

It describes a time before the present. ☐

It gives background information. ☐

It introduces a new narrator. ☐

[2]

4 The fourth paragraph (lines 17–20) begins with direct speech.
What effect does this have on the reader?

.... [1]

5 Look at lines 21–27.

(a) The first mermaid to speak calls the narrator a *landling* (line 21).
What does the name mean?

.... [1]

(b) When the second mermaid speaks, what is she doing?
Tick (✓) **one** box.

inviting the narrator ☐

warning the narrator ☐

instructing the narrator ☐

teasing the narrator ☐

[1]

(c) Give **one** word that means a *container*.

.... [1]

6 Look at lines 28–30.
Why does the narrator think of the turquoise-haired mermaid as the leader?

.... [1]

7 Look at lines 33–34.
Explain what the writer's use of the word *burned* tells us about the narrator's face and her feelings.

....

.... [2]

8 Look at lines 35–39.
The writer tells us what the mermaids say, but not who says it. Why doesn't the writer tell us who the individual speakers are?

.... [1]

9 Look at lines 38–46.
What **two** literary techniques does the writer use?
Tick (✓) **two** boxes.

personification ☐

onomatopoeia ☐

alliteration ☐

rhyme ☐

simile ☐

[2]

10 How does the description of the setting in the final paragraph link back to the beginning?

.... [1]

11 Look at the whole text. This is a piece of fantasy writing.
Give **one** feature of fantasy writing that is found in the text.

.... [1]

12 When the mermaids first see the narrator, we are told that the mermaids' bodies are *taut with aggression* (line 20). Why do you think the mermaids are so unfriendly?
Give **two** reasons. Support each reason with a quotation.

First reason: ....

Quotation: ....

Second reason: ....

Quotation: ....

[4]

13 Eventually the mermaids agree to help the narrator.
Why do you think the mermaids do this?
Give **two** reasons. Support each reason with a quotation.

First reason: ....

Quotation: ....

Second reason: ....

Quotation: ....

[4]

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Section B: Writing

Spend 30 minutes on this section.

14 Write the beginning of the story that the narrator tells the mermaids.

This story needs to:

- be about the mermaids
- show the mermaids as the heroes of the story
- describe at least one event.

Space for your plan:

Write your story on the next page. [25 marks]

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2022 | Progression

Cambridge Assessment
International Education

English

Stage 5

Paper 1 Non-fiction

2022

Cambridge Primary Progression Test

Insert

3125_01_INS_RP
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Text A

The Aztecs

The Aztecs were Native American people who came from an area known today as northwest Mexico. During the 13th century, the Aztecs became more powerful and their empire expanded across Central America. The Aztecs ruled their empire until they were defeated by the Spanish in the 16th century.

When the Aztec Empire was at its largest, it spread throughout most of Central America, controlling about 11,000,000 people. The capital of the empire was called Tenochtitlan, and it was one of the greatest cities of the world at the time. By the early 1500s, at least 200,000 people lived there. The Aztecs called themselves 'Mexica', and modern-day Mexico City now covers the area where Tenochtitlan used to be.

The Aztec people believed in many gods. One of the most important gods was the god of learning and civilisation. His name was *Quetzalcoatl,* meaning feathered snake. Two other important gods that they worshipped were the god of the sun and war, and the god of rain. The Aztecs made offerings to keep these gods happy, which they believed prevented the world from ending.

The Aztecs ate plants and vegetables that grew easily in Central America. Their main foods were maize, beans and squash – a type of vegetable. To these, they often added spices such as chilli, and tomatoes. The Aztecs also created a chocolate drink but did not have sugar, therefore they flavoured their chocolate with chilli. These foods later became popular around the world.

Between 1519 and 1521, Hernán Cortés, the Spanish explorer and soldier, joined forces with the enemies of the Aztecs and together they destroyed the Aztec Empire. Cortés then made it into a Spanish colony.

Text B

Mexico

Where to go in Mexico

This incredible country stretches from the deserts of the north to the grand cities of the centre and the historic ruins, beaches and jungles of the south. Because Mexico is such a large country, it's probably best to concentrate on just one or two areas of the country, such as the inland cities of Guadalajara and the capital – Mexico City – or cities along the Pacific Coast such as Acapulco.

Best time to go to Mexico

Mexico is a popular destination throughout the year. Visitors tend to go to the highlands in the summer (April-September) and to the coasts in winter (October-March). June to October is generally the rainy season, though how much rain falls varies from place to place. Late winter is the traditional tourist season so December to March are some of the busiest months.

How to get around Mexico

Bear in mind that Mexico is a large country, and journeys between key areas can be very long. Although public transport is frequent and quite efficient everywhere, flying saves a lot of time. If you want to travel around Mexico as cheaply as possible, buses are best. Renting a car is often a good way of seeing a small area that would otherwise take days to explore using public transport.

Accommodation in Mexico

Finding accommodation in Mexico is not difficult. In areas that don't have many tourists, the inexpensive hotels are usually found around the main square – the zócalo – or the bus and train stations. The more modern and expensive ones often lie on the edge of towns.

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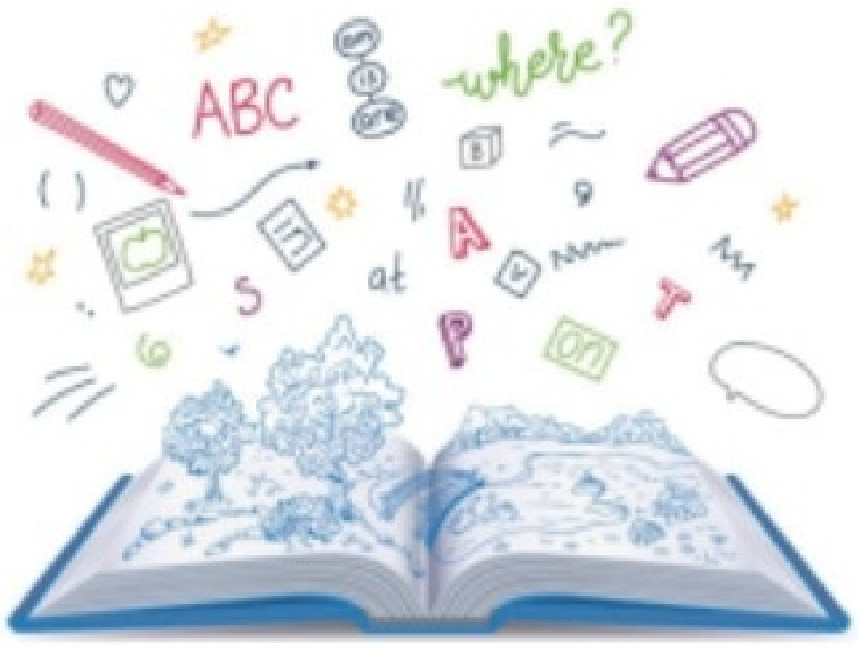
Cambridge Assessment
International Education



English

Stage 5

Paper 1 Non-fiction

2022

Cambridge Primary Progression Test

Name	
Class	Date

1 hour

Additional materials: Insert

INSTRUCTIONS

- Answer **all** questions.
- Write your answer to each question in the space provided.
- You should pay attention to punctuation, spelling and handwriting.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [ ].
- Suggestions for how long to spend on each section are given in the booklet.

3125_01_3RP

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Section A: Reading

Spend 30 minutes on this section.

Read **Text A**, in the insert, and answer questions 1–7.

1 In which period were the Aztec rulers in power?

.... [1]

2 **(a)** Tenochtitlan was very important as a capital city in the 16th century.
Give **one** phrase or quotation from the text that tells us this.

.... [1]

(b) How do you think Mexico City got its name?

.... [1]

3 Look at lines 11–15.

(a) Match the following nouns to their type:

rain	abstract noun
learning	countable noun
snake	proper noun
Aztec	uncountable noun

[2]

(b) Give **one** word that means ‘prayed to’.

.... [1]

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4 Look at lines 16–20.

(a) Why do you think Central America was a good place for the Aztecs to live?

.... [1]

(b) How did the Aztecs improve the taste of their food?

.... [1]

(c) *And* and *but* are examples of connectives used in this paragraph.
Give **one** example of another connective used in this paragraph.

.... [1]

5 Look at lines 21–23.
Which words does *it* replace?

.... [1]

6 How does the last paragraph (lines 21–23) link back to the first paragraph?

Both paragraphs ....

.... [1]

7 Match the paragraphs to the headings.

Paragraph 1	Aztec diet
Paragraph 2	Aztec religion
Paragraph 3	The end of the Aztec Empire
Paragraph 4	Who the Aztecs were
Paragraph 5	The size of the Aztec Empire

[3]

Now read **Text B**, in the insert, and answer questions 8–13.

8 Look at the first paragraph (lines 1–5).
Why does the writer find Mexico so interesting? Tick (✓) **one** box.

It has huge, busy cities. ☐

It has a fascinating past. ☐

It has a wonderful climate. ☐

It has many different types of landscape. ☐

[1]

9 Do you think October is a good month to visit Mexico? Tick (✓) **one** box.

Yes ☐

No ☐

Explain your answer. Give a quotation from the text to support your answer.

Explanation: ....

....

Quotation: ....

....

[2]

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10 Look at the third paragraph (lines 11–15).

(a) Find a short phrase which means ‘remember’.

.... [1]

(b) For people who have a limited number of days in Mexico, but want to see several areas, what is the best way to travel?

.... [1]

11 Look at the last paragraph (lines 16–19).

(a) Your friends are visiting Mexico but they do **not** have a lot of money. Which part of town should they stay in? Explain your answer using evidence from the text.

....

.... [2]

(b) ‘Fewer’ is an example of a quantifier.
Find a quantifier in the last paragraph.

.... [1]

(c) *Found* in this paragraph means ‘located’.
Find another word which has the same meaning.

.... [1]

12 Which organisational feature does the writer use in **Text B** that is **not** used in **Text A**?

.... [1]

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13 What type of text is **Text B**? Tick (✓) **one** box.

a personal account from a blog ☐

an extract from a holiday guide ☐

an entry from an encyclopaedia ☐

a section from a personal letter ☐

[1]

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Section B: Writing

Spend 30 minutes on this section.

14 Write a report for your school magazine. The report should be about a place that young people really like going to. Remember to use the conventions of report writing.

You could write about one of these ideas:

- a wildlife park or national park
- a sports centre
- a theme or water park
- an idea of your own.

Space for your plan:

Write your report on the next page. [25 marks]

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Cambridge Assessment
International Education

English

Stage 5

Paper 2 Fiction

2022

Cambridge Primary Progression Test

Insert

3125_02_INS_2RP
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Text for **Section A**, an extract from ‘*A Dangerous Game’* by Malorie Blackman

‘*Come on, Sam*,’ said Billy. ‘Show them you can do it.’

The cheers and jeers of the crowd around Sam were so loud that he could only just hear his best friend Billy. Sam tried to ignore the frantic beat of his heart slamming against his ribs. He tried to ignore the deafening noise all around him. Instead, he forced himself to focus on his arms. Big mistake! The muscles in Sam’s upper arms felt like they’d locked solid and caught fire!

‘*Come on, Sam*!’ Billy’s yells were even more urgent now.

‘What a wimp!’ said another voice. ‘Look at the sweat dropping off his forehead. He’s only done four press-ups and he’s ready to pass out.’

Sam didn’t need to look up to know who’d just spoken. Brandon.

I am not a wimp, Sam thought. *I’ll show you maggot-face*! I can do this, I know I can. I just need to push!* Sam tried to relax his arm muscles a tiny bit – so that they’d unlock without the rest of his body crashing to the floor.

Push!

Sam gritted his teeth so hard they felt like they’d shatter at any second. He tried to force his arms to push the rest of his body upwards. At that moment, Sam felt as if he had an adult elephant sitting on his back. His mum was always nagging him about how skinny he was and how he needed to put on more weight to become stronger. But Sam didn’t feel the least bit strong right then!

‘Almost, Sam. Almost,’ screamed Billy. He sounded like he was about to burst a blood vessel. But Sam had never been so grateful for the sound of Billy’s voice. He could do it … *He could do it* …

He couldn’t!

Sam collapsed in a heap on the gravel below him. A sharp piece of stone dug into his chin, but Sam didn’t even wince. No matter how much his chin might hurt, it couldn’t compare to how awful he felt inside. He’d failed.

‘Oh!’ The crowd gave a disappointed sigh – as if Sam had let them all down as well. He turned his head. Some of them were drifting away already. Others were looking at him and shaking their heads.

‘I told you he wouldn’t be able to do five press-ups,’ Brandon sneered. ‘I’m surprised he could manage four.’

‘Shut up, Brandon,’ snapped Billy. ‘Sam did his best.’

‘His best isn’t up to much,’ Brandon replied. ‘His best is less than my worst!’

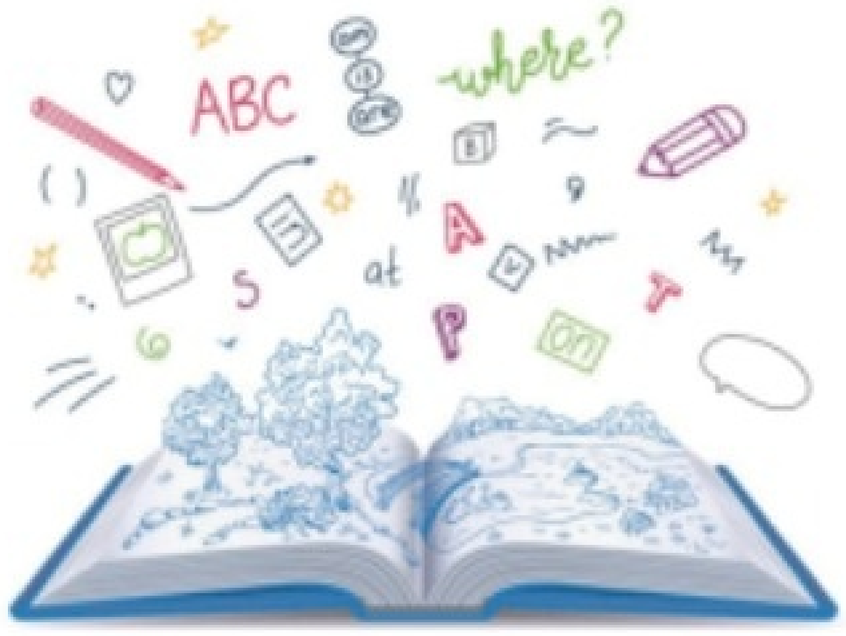
‘Leave him alone,’ said Billy. ‘He’s only just got over being ill …’

‘When is he going to stop using that as an excuse for being so useless?’ Brandon said, unimpressed.

Sam wished his friend would shut up. He knew that Billy was only standing up for him, but it wasn’t making him feel any better. In fact, it was just the opposite – Billy was making him feel worse. Sam had his breath back now and scrambled to his feet.

*Glossary
maggot-face – a rude, childish insult

Cambridge Assessment
International Education



English

Stage 5

Paper 2 Fiction

2022

Cambridge Primary Progression Test

Name	
Class	Date

1 hour

Additional materials: Insert

INSTRUCTIONS
- Answer **all** questions.
- Write your answer to each question in the space provided.
- You should pay attention to punctuation, spelling and handwriting.

INFORMATION
- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [ ].
- Suggestions for how long to spend on each section are given in the booklet.

3125_02_5RP

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Section A: Reading

Spend 30 minutes on this section.

Read the **Text** in the insert, and answer questions 1–9.

1 Look at the first line of the text.
Why does Billy speak to Sam? Tick (✓) **one** box.

to encourage him ☐

to distract him ☐

to criticise him ☐

to humour him ☐

[1]

2 Look at lines 1–6.

(a) What is *cheers and jeers* an example of? Tick (✓) **one** box.

alliteration ☐

metaphor ☐

rhyme ☐

simile ☐

[1]

(b) Give **one** quotation from the text that tells us Sam is feeling nervous.

.... [1]

(c) The writer says the noise is *deafening*.
What does this tell us about the noise?

.... [1]

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(d) What does the writer mean when she says Sam's arms *felt like they'd locked solid and caught fire*? Tick (✓) **one** box.

His arms are burnt. ☐

His arms are sore. ☐

His arms are strong. ☐

His arms are trapped. ☐

[1]

3 Look at lines 7–14.

(a) Sam and Brandon are **not** good friends.
Give **two** examples of their behaviour which show us this.

- ....
- .... [2]

(b) The writer emphasises the word *Push* by writing it in *italics* and putting it on a separate line.
Why does the writer want to emphasise the word?

.... [1]

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[Turn over

4 Look at lines 15–23.

(a) Which word means ‘break’?

.... [1]

(b) What literary technique does the writer use in line 17?

.... [1]

(c) The writer wants to show the reader that Sam really believes he can carry on doing press-ups.
How does the writer show this? Give **two** ways.

- ....
- .... [2]

(d) Why is an exclamation mark used in line 23?
Tick (✓) **one** box.

To show:

fear ☐

uncertainty ☐

confusion ☐

disappointment ☐

[1]

5 Look at lines 24–29.

(a) Explain in your own words why Sam feels *awful*. Give **two** reasons.

- ....
- .... [2]

(b) Which word does *them* replace?

.... [1]

(c) Give **one** two-word phrase that means 'leaving slowly'.

.... [1]

6 Brandon compares himself to Sam.
Explain in your own words what Brandon is comparing. Give **one** quotation from the text to support your answer.

Explanation: ....

....

Quotation: ....

....

[2]

7 Look at lines 30–36.

(a) Which phrase tells us that Sam has been unwell recently?

.... [1]

(b) Give **one** example of a word that has a negative prefix.

.... [1]

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8 Look at lines 37–40.

(a) Find **one** example of a pronoun.

.... [1]

(b) Find **one** phrase that means ‘stood up’.

.... [1]

9 Read the whole text again. Would you like Billy as a friend? Tick (✓) **one** box.

Yes ☐

No ☐

Give **two** reasons why, using evidence from the text.

- ....
- .... [2]

Section B: Writing

Spend 30 minutes on this section.

10 Read the final paragraph of the extract again.
Now continue the story to explain what the characters did next.

Ideas to help you:

• Plot	What did Sam do next? Did Brandon and his friends leave? Did Sam start to feel better?
• Characters	Sam Billy Brandon anyone else?
• Setting	at a school? at a park? somewhere else?

Space for your plan:

Write your continuation of the story on the next page. [25 marks]

2020 | SAMPLE TEST

Cambridge Assessment
International Education

Cambridge Primary Sample Test
For use with curriculum published in September 2020

English Paper 1
Insert
Stage 5

English_S5_01_INS/3RP
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Text A

The International Space Station

The International Space Station (ISS) is the largest human-made object ever sent into space. It is a research centre that is approximately 88 metres long and 109 metres wide. It travels around Earth at an average speed of 27 700 km/h, completing 16 orbits* every 24 hours. The ISS flies only 320 kilometres above Earth, and it is more noticeable at night when the sky is not cloudy. Sixteen countries collaborated to build the station.

The largest part of the ISS is a central section to which 16 huge solar panels are attached. The areas where astronauts live and work are connected to this central section. The energy created by the solar panels is necessary to power the six laboratories and all the living space on board.

The ISS has a permanent crew of six. Before a mission, the astronauts spend a long time training – learning how to eat, sleep and stay healthy in an environment with zero gravity. It takes two days for the astronauts to travel from Earth to the space station. Once on board, the astronauts live and work in orbit for six months. All astronauts must exercise for two hours each day while on board, as zero gravity affects the body, especially the skeleton and muscles.

Each day is carefully planned by Mission Control down on Earth. Most of the crew's time is spent carrying out scientific experiments, which usually involve working with a team of scientists on Earth. The crew also carry out jobs and repairs because the space station needs constant care and attention.

Most of the research carried out on board the ISS involves studying the effects of zero gravity. This helps scientists understand the biology of the body better. It is hoped that, in the future, such knowledge will lead to the development of new medicines.

Glossary
an orbit: a journey in space around Earth

Text B

The extracts below are written by Juliet, an ISS astronaut.

180 days in space

Mission MY0314 – day 10

Living in space is like being stranded on a deserted island. My colleagues, Tina and Yuri, and I have to survive together for the next six months. For our mission to be a success, we must be a good team. We share the cleaning jobs and repairs and talk over any problems or difficulties we're experiencing.

Mission MY0314 – day 37

We see many sunrises as we continually orbit the Earth. Mission Control decides when our day begins. Our day starts with a wake-up call. Next we unhook our sleeping bags from the wall clips we're dangling from. It's a skill getting a good night's sleep here!

Mission MY0314 – day 90

It's official – the food's tasteless! I'm bored with the same old choices and the strict meal routine we have to follow. Still, I need to stay in shape … so I eat it anyway. Even the chocolate cake is bland.

Mission MY0314 – day 121

My compulsory two-hour exercise session felt extraordinarily hard today. I must stay fit and strong to complete tasks. Today, though, I could've given up! I'm really struggling with the isolation. Thank goodness I have free time later. I'll email home.

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International Education

Cambridge Primary Sample Test
For use with curriculum published in September 2020

English Paper 1
Stage 5

1 hour

Name ....

Additional materials: Insert

INSTRUCTIONS

- Answer **all** questions.
- Write your answer to each question in the space provided.
- You should pay attention to punctuation, spelling and handwriting.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [ ].
- Suggestions for how long to spend on each section are given in the booklet.

English_S5_01/3RP
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Section A: Reading

Spend 30 minutes on this section.

Read **Text A**, in the Insert, and answer questions 1–8.

1 Look at the first paragraph (lines 1–6).

(a) What is the purpose of the International Space Station?

.... [1]

(b) Give **one** word which means 'worked together'.

.... [1]

(c) Why do you think it is easier to see the ISS at night when the sky is clear?

.... [1]

2 Why does the ISS need so much solar energy?

.... [1]

3 Look at the third paragraph (lines 11–16). The word *and* is used in this paragraph as a connective.
Give **two** more connectives from the third paragraph.

- ....
- .... [2]

4 Give **one** uncountable noun as it is used in the fourth paragraph (lines 17–20).

.... [1]

5 What does *This* (line 22) refer to?

.... [1]

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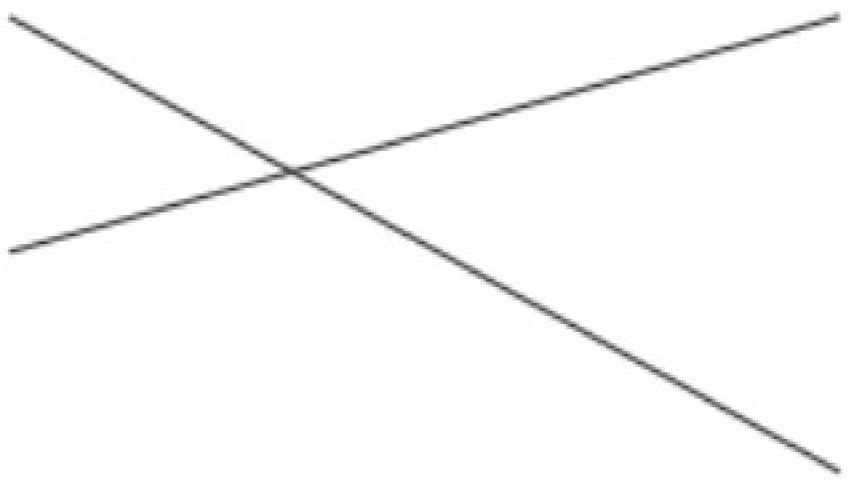
6 Why are commas (,) used around the phrase *in the future* (line 23)?

.... [1]

7 Draw lines to link the third, fourth and fifth paragraphs with their topics.



1st	The structure of the ISS
2nd	Studies done on the ISS
3rd	A description of the ISS
4th	Preparing for life on the ISS
5th	Managing and looking after the ISS

[2]

8 Which of the following features are used in **Text A**? Tick (✓) **two** boxes.

a time sequence ☐

figurative language ☐

technical vocabulary ☐

an eye-catching heading ☐

impersonal voice ☐

[2]

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Read **Text B**, in the Insert, and answer questions 9–14.

9 How do we immediately know that the extracts are from a diary?

.... [1]

10 How do the astronauts on the ISS stay healthy? Give **two** ways.

- ....
- .... [2]

11 Look at this sentence: 'Living in space is like being stranded on a deserted island.' (Line 1)

(a) What is the sentence above an example of? Tick (✓) **one** box.

simile ☐

alliteration ☐

onomatopoeia ☐

personification ☐

[1]

(b) Why do you think living in space is like being stranded on a deserted island? Give **one** idea.

.... [1]

12 Look at the diary entry for day 90 (lines 9–11).

(a) The writer uses punctuation to emphasise how boring the meals are.

Explain how. Give **two** ideas.

- ....
- .... [2]

(b) Give **one** word from lines 9–11 that means the same as *tasteless*.

.... [1]

13 The astronaut's feelings about life on the ISS change.
Explain how her feelings change. Give **one** quotation from the text to support your answer.

....

.... [2]

14 Explain what you think the astronaut finds hardest about living on the ISS. Give **one** quotation from the text to support your answer.

....

.... [2]

Section B – Writing

Spend 30 minutes on this section.

Text A is a non-chronological report about the International Space Station.

15 Write your own non-chronological report. It could be about:

- a historical building
- an important invention
- a popular tourist attraction
- a famous celebration or festival.

Space for your plan:

Write your report on the next page. [25 marks]

Cambridge Assessment
International Education

Cambridge Primary Sample Test
For use with curriculum published in September 2020

English Paper 2
Insert
Stage 5

English_S5_02_INS/3RP
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Text for Section A, an extract from 'Moon Bear' by Gill Lewis

Tam and his friend Noy are spending a night in the forest to see if they can catch sight of a bear which has been entering their village.

***

I rubbed my eyes and breathed in deeply, filling my lungs with the cool night air. Above, the moon had forced an arc across the sky. We had been waiting all night. The forest was dark and still. This was the dark before the dawn. The dark when the spirits walked.

I wriggled forward and peered down from our high rock. Moonlight reflected from the wide pools below the waterfall, the ripples spreading in perfect circles of bright, white light. The sweet scent of moth flowers drifted across the water. The whole forest was deep in sleep. Maybe Noy was wrong. Maybe it wouldn't come tonight.

I stared into the folds of darkness on the far side of the river. In the deep shadows between the rocks and boulders, a darker shadow was stirring. I twisted a loose piece of forest vine through my fingers and watched. Despite the coolness of the night, my palms ran slick with sweat. I could feel the blood pumping through my hands. I swallowed hard. Below, some 50 paces away, the shadow moved. It formed, gathered shape and stepped out into the moonlight.

I grabbed Noy in the ribs.

'Wake up!'

Noy's head jolted up. 'What?'

'Ssh,' I said. 'It's here, now.'

Noy wiped the sleep from his face and leant out. He looked down at the river and gripped my arm, 'Where?'

'There!'

The shadow rose onto its hind legs and sniffed the air.

I held my breath.

A bear. A huge bear. I had never seen one before. It was taller than Pa. Taller than the Chief. The crescent of white fur on its chest was bright against the dark fur of its body. It sniffed the air again, its small round ears twitching in our direction. It was the bear of the Old Stories. A Moon Bear.
Right here.

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Right now.

I pressed myself into the rock. We were downwind, wrapped in shadow. The thunder from the waterfall drowned our noise. Yet, as we lay still and hidden, I wondered if the bear would sense us somehow. Did she know we were here?

Noy tensed up beside me. I could hear his breath, soft and shallow. I could feel him waiting too. The bear dropped onto all four paws and leant forward into the river. She dipped her head low and drank, gulping the water, her ears swivelling backward and forwards. I breathed out slowly. Noy leaned into me, ‘I told you she would come.’

The bear was thin. She’d eaten our crops and broken into the feed store, and put fear into our village. Yet no one had managed to catch her.

Noy thrust a small flashlight in my hand. ‘Go’, he said. ‘Go now.’

‘I thought we were going together.’

Noy shook his head, ‘One of us has to keep watch. Besides you’re smaller and will fit between the rocks.’

I glared at him. We were born the same night, under the same moon. People thought we shared our souls like twin brothers. Yet Noy was the chief’s youngest son. He always got his way.

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Cambridge Assessment
International Education

Cambridge Primary Sample Test

For use with curriculum published in September 2020

English Paper 2

Stage 5

1 hour

Name ....

Additional materials: Insert

INSTRUCTIONS

- Answer **all** questions.
- Write your answer to each question in the space provided.
- You should pay attention to punctuation, spelling and handwriting.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [ ].
- Suggestions for how long to spend on each section are given in the booklet.

English_S5_02/5RP

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Section A: Reading

Spend 30 minutes on this section.

Read the **Text**, in the Insert and answer questions 1–10.

1 Look at the first paragraph (lines 1–4).

(a) Give **one** example of a countable noun and **one** example of an uncountable noun from the first sentence (line 1).

Countable: ....

Uncountable: .... [2]

(b) How do we know it is not yet morning? Give **two** quotations from the paragraph.

- ....
- .... [2]

(c) Give **one** example of an adjective that is being used as a noun in the paragraph.

.... [1]

2 Look at the second paragraph (lines 5–9).

(a) Give **one** word from the paragraph that means 'looked'.

.... [1]

(b) Give a **three-word** phrase from the paragraph that is an example of rhyme.

.... [1]

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(c) Which literary technique does the writer use when describing the forest? Tick (✓) **one** box.

alliteration ☐

onomatopoeia ☐

personification ☐

simile ☐

[1]

3 Look at the beginning of the third paragraph (lines 10–15).

(a) What is Tam looking at?

.... [1]

(b) Look at this phrase: *the shadow moved* (lines 14–15).

Give **three** verbs from earlier in the paragraph that tell the reader about movement.

- ....
- ....
- .... [3]

(c) The narrator feels nervous.

Give **two** quotations from the paragraph that tell us this.

- ....
- .... [2]

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4 The writer uses structure to create excitement in lines 16–24.
How does the writer do this? Give **two** ways.

- ....
- .... [2]

5 What does *one* (line 25) refer to?

.... [1]

6 Why did Tam press himself into the rock?

.... [1]

7 Which of the following statements about the bear are true? Tick (✓) **two** boxes.

Her body has a lot of fat. ☐

Her fur has more than one colour. ☐

Her eyes follow the boys' movements. ☐

Her ears move as she is drinking. ☐

Her movements are noisy. ☐

[2]

8 Do you think Tam and Noy are in danger? Tick (✓) **one** box.

Yes ☐

No ☐

Explain your answer. Give a quotation from the text to support your answer.

Explanation: ....

Quotation: ....

.... [2]

9 Tam and Noy are the same age.
Give **one** quotation from the text that tells us this.

....

.... [1]

10 How do you think the villagers will feel towards Tam and Noy if they catch the bear? Why? Explain your answer, giving evidence from the text.

....

.... [2]

Section B: Writing

Spend 30 minutes on this section.

11 Continue the story about Tam and Noy. What happens next?

Ideas to help you:

• Characters	Tam? Noy? the Chief? anyone else?
• Setting	the forest? the village? anywhere else?
• Plot	Are the boys safe? Does the bear see the boys? Does Noy help Tam?

Space for your plan:

Write your continuation of the story on the next page. [25 marks]

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2018 | PROGRESSION

Cambridge Assessment
International Education

Cambridge Primary Progression Test

English question paper 1 insert

Stage 5

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Text A

Welcome to the jungle

Monkeys call loudly from giant trees, huge spiders scuttle across your feet, and insects as big as dinner plates buzz around your ears. You're in the jungle!

Where in the world …

There are three main areas of rainforest. One is in central Africa, another is in Indonesia, but 50% of the world's rainforest is found in South America. Tropical rainforests are found either side of the equator – an imaginary line that circles the globe like a belt. The weather near the equator provides perfect conditions for lush forests to grow.

It's easy to guess the daily weather forecast in the jungle – hot and humid with heavy rain. Some areas of tropical rainforest get a massive 4 m of rain each year and the temperature is always between 24 and 27 °C. Many rivers snake through the jungle, carrying excess rainwater towards the sea.

Animal magic

There is an incredible amount of different animals living in the rainforests. They are mostly very shy, however, and are experts at doing disappearing acts among the leaves. Some animals even change their colours and patterns – larger animals are always looking out for lunch!

Fragile forests

Rainforests help to clean the world's air and water. Jungle plants give us medicines that make us well when we are ill. Rainforests are very important but are shrinking every day – chopped down for land and wood. We need to value these amazing forests, and take care of all the animals that live in them.

Forest facts

- Tropical rainforests only cover a small area of the world (7%).
- Over half the world's wildlife lives in the rainforests.
- The largest area of tropical rainforest is the Amazon jungle in South America.
- Jungle soil is shallow, only 10 cm deep, yet some of the tallest trees in the world grow in it.

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Text B

Dear Mrs Lopez, Director of O&L Foods,

I recently became aware that your company is using cardboard packaging produced from rainforest trees. It is well known that rainforests are important to the world and that we should be protecting them. However, your company is adding to their devastating destruction, which is unacceptable.

Rainforests are precious. The world **cannot** survive without them. Are you aware of just how quickly our rainforests are disappearing? No? In fact, an area the size of a football pitch is disappearing as you read this sentence! What is this doing to the world? Well, the loss of the rainforests is causing our climate to change rapidly – causing droughts in some areas of the world and flooding in others. This is resulting in many people losing their homes, crops and way of life. Furthermore, the rainforests are home to many other living things. Some rainforest animals – such as tigers and orangutans – are nearly extinct because their habitats are disappearing. We are even losing plants that could be helpful for curing serious diseases.

For all these reasons, I really think you should reconsider where your company gets its cardboard from. You should start using products from sustainable forests* and therefore show the world that you are a responsible and caring company. It could mean the end of the world as we know it unless you act now!

Yours sincerely,

Dana Ottoson

*sustainable forests – forests where trees that are cut down are replaced.

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Cambridge Primary Progression Test

English question paper 1

Stage 5

1 hour

For Teacher's Use	
Page	**Mark**
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Additional materials: Insert

READ THESE INSTRUCTIONS FIRST

Answer **all** questions in the spaces provided on the question paper.

You should pay attention to punctuation, spelling and handwriting.

The number of marks is given in brackets [ ] at the end of each question or part question.

The total number of marks for this paper is 50.

Suggestions for how long to spend on each section are given in the booklet.

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Section A: Reading

For Teacher's Use

Spend 30 minutes on this section.

Read **Text A**, a text about rainforests, in the Insert. Then answer questions 1–7.

1 Look at the first paragraph.

(a) What sound do the insects make?

.... [1]

(b) Why does the writer use sights and sounds to describe the jungle?

.... [1]

2 **(a)** What feature of the world are all rainforests close to?

.... [1]

(b) Why do tropical rainforests exist only in this part of the world?

.... [1]

3 Suggest **one** reason why the jungle animals do not want to be seen.

.... [1]

4 Explain why the writer describes the paragraph about the jungle animals as 'Animal magic'.

.... [1]

5 Why is it important to protect rainforests? Give **two** reasons **from the text**.

- ....
- .... [2]

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For Teacher's Use

6 Why is it surprising that rainforest trees are so tall?

.... [1]

7 Give **two** examples of how the text is organised to help the reader.

- ....
- .... [2]

Read **Text B**, a letter to a company, in the Insert. Then answer questions 8–16.

8 What has the writer just discovered about O&L Foods?

.... [1]

9 '... their devastating destruction …' (line 5)

What technique is used in this phrase?

Tick (✓) **one** box.

simile ☐

personification ☐

metaphor ☐

alliteration ☐

[1]

10 Give **two** problems from **Text B** that cutting down trees causes.

- ....
- .... [2]

For Teacher's Use

11 Read lines 6–9.

Why does the writer use questions here?

.... [1]

12 ‘In fact, an area the size of a football pitch is disappearing as you read this sentence!’ (lines 7–8)

How does the writer make this sentence effective? Give **two** different ways.

- ....
- .... [2]

13 What does the writer want O&L Foods to change about their packaging?

.... [1]

14 **(a)** What is the purpose of the connective ‘and therefore’ in line 18?

.... [1]

(b) Give an example of another connective from lines 18–19.

.... [1]

15 ‘… the end of the world as we know it ...’ (line 19)

Explain in your own words what this phrase means.

.... [1]

16 Give a phrase from the text which means ‘do something straightaway’.

.... [1]

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The next question is about **Text A** and **Text B**.

17 Complete the table below.

	Purpose of text	**A quotation that shows the purpose**
Text A	to inform	• ....
Text B	....	• 'I really think you should reconsider …'

[2]

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Section B: Writing

For Teacher's Use

Spend 30 minutes on this section.

18 Write a letter to your principal/headteacher encouraging him/her to make changes to your school.

Suggest improvements to a space inside or outside your school building, for example:

- the library
- the eating area
- the playground.

Remember to:

- use the features of a letter
- think about the structure of your letter
- encourage your principal/headteacher to make the changes.

PLANNING

Spend **up to five minutes** making notes in the box to plan your writing.

Space for your plan:

Write your letter on the next page. [25 marks]

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English question paper 2 insert

Stage 5

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Text for Section A, an extract from *Big Game* by Dan Smith.

Crouched in the shadow of a silver birch cluster, I lifted my head and sniffed the breeze. The earthy musk of damp moss and soil filled my nostrils, but there was a hint of something else; something warm and wild.

I remained still, listening for the rustle of movement.

There.

Something ahead, hidden in the dappled green of the forest.

My grip tightened on the bow in my left hand, and with my right, I reached back to slip an arrow from the quiver. Its point was sharp and clean.

Nocking the arrow to the bowstring, I stepped forward without making a sound. I paused, then took another step, moving slowly. Ahead, the forest floor was littered with dry leaves and twigs. But I was a hunter. The best in our village. I would pass over them like a ghost.

Stepping on to the coppery, mottled carpet of leaves, I kept my foot flat. Time stood still. My heartbeat slowed. My muscles were relaxed and my mind was calm.

And then I saw it. Not far ahead. A shape through the branches.

It was the biggest animal I had ever seen, standing proud and straight, its head turned in my direction. Its antlers were enormous, spanning at least as wide as I could hold out my arms.

Straightening my back and taking a deep breath, I raised the bow and drew the string to my cheek. I closed one eye and aimed, allowing my breath to leave my lungs in a steady stream.

Now.

When I released the string, the arrow hummed across the forest. It cut through the air, covering the short distance in an instant. It twisted and spun, clattering against the trunk of a silver birch and falling into the leaves like a harmless twig. Right away I reached for another arrow, put it to the string, drew and fired.

This time the arrow made it through the branches, but its power was gone by the time it reached the deer. When it struck the animal's hindquarters, it bounced off and was swallowed by the undergrowth.

'No way!'

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I moved closer and fired again, this time almost hitting the place where the buck's heart would be, but once again the arrow failed to pierce its skin.

'I'm dead,' I said, lowering the bow. 'I'm never going to pass the Trial.'

Reality came crashing back around me. I wasn't the best hunter in the village. I wasn't even the best hunter my age. My bow was weaker than the other boys' because I wasn't strong enough to draw anything bigger, and my aim was worse.

I sighed as I trudged across to the shape behind the trees. From a distance it looked just right, but close up it was nothing more than a pile of sticks and moss with an old coffee-coloured blanket thrown over the top. Dad and I had built it last month for me to practise on.

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English question paper 2

Stage 5

1 hour

For Teacher's Use	
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Additional materials: Insert

READ THESE INSTRUCTIONS FIRST

Answer **all** questions in the spaces provided on the question paper.

You should pay attention to punctuation, spelling and handwriting.

The number of marks is given in brackets [ ] at the end of each question or part question.

The total number of marks for this paper is 50.

Suggestions for how long to spend on each section are given in the booklet.

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Section A: Reading

Spend 30 minutes on this section.

For Teacher's Use

Read the **Text** in the Insert and then answer questions 1–17.

1 Which **two** smells does the boy recognise at the beginning of the text?

- ....
- .... [1]

2 Look at line 4. Why is the boy **not** moving?

.... [1]

3 Look at lines 5–12. Find a word from the text that means:

(a) spotted

.... [1]

(b) fitting

.... [1]

4 ‘Ahead, the forest floor was littered with dry leaves and twigs.’ (lines 10–11)

Why are the leaves and twigs a problem for the boy?

.... [1]

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5 Read lines 9–12.

(a) How does the boy feel about his ability?

.... [1]

(b) Give a quotation from the text to support your answer.

.... [1]

6 Give an example from lines 13–15 of:

(a) a metaphor

.... [1]

(b) personification

.... [1]

7 'Straightening my back and taking a deep breath, I raised the bow and drew the string to my cheek.' (lines 20–21)

Underline the main clause in the sentence above. [1]

8 Why does the writer choose to write '*Now.*' as a one word paragraph?

Tick (✓) **one** box.

to slow down the action ☐

to describe the events clearly ☐

to create tension ☐

to show the boy's speech ☐

[1]

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For Teacher's Use

9 What did the first arrow hit?

.... [1]

10 Explain in your own words what happened to the second arrow after it bounced off the target.

.... [1]

11 'I'm dead,' I said lowering the bow. 'I'm never going to pass the Trial.' (line 34)

Write these sentences as reported speech.

....

.... [1]

12 Look at lines 35–37.

Give **two** reasons from the text why the other boys are better at shooting arrows.

- ....
- .... [2]

13 At the end of the text we find out that the target the boy is shooting at is not a real animal. What clues are there earlier in the text?

Give **two** clues.

- ....
- .... [2]

14 **(a)** How does the writer make the reader believe the boy is a skilled hunter?

.... [1]

(b) Why does the writer want us to believe the boy is on a real hunt?

.... [1]

15 This story is told from the point of view of the boy. How do you know?

.... [1]

16 **(a)** How does the boy feel about himself in the last paragraph?

.... [1]

(b) Give a word or phrase from the text which suggests this.

.... [1]

17 **(a)** This text is an extract from a fiction book. From the evidence in the text, what genre of fiction is the book?

Tick (✓) **one** box.

fable ☐

adventure ☐

science fiction ☐

comedy ☐

[1]

(b) Give **one** typical feature of the genre of fiction you chose.

.... [1]

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Section B: Writing

Spend 30 minutes on this section.

18 The boy is practising for the 'Trial'. This is a competition for all the young people in his village and the surrounding villages. The winner receives a prize and brings great honour to his/her family.

Continue the story. Write what happens next **from the point of view of the boy**.

Ideas to help you:

Characters	• the boy • other children in the boy's village? • the boy's mother and father?
Setting	• the forest? • the boy's village? • somewhere else?
Plot	• How does the boy feel? • Has someone been watching him? • Does something unexpected happen?

Remember to include as much detail as you can. Try to make it exciting so that people reading it will want to read on and find out what happens.

Plan your story on the next page.

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PLANNING

For Teacher's Use

Spend **up to five minutes** making notes to plan your story in this box.

Space for your plan:

Write your story on the next page. [25 marks]

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[Turn over